PERIODICAL ROOM
GENERAL LIBRARY

JOURNAL OF EDUCATION

MAY 16, 1932

Articles in This Issue

The Fallacy of Quantity — LEWIS H. CHRISMAN

"My Country" and the World — ALFRED E. MARTIN

The College Entrance Dragon — HAROLD A. FERGUSON

Growth of Music in New Bedford — ALLEN P. KEITH

A College Along New Lines — ROBERT D. LEIGH

Neglected Teeth Increase Taxes — FRED HAMLIN

The Child Who Stutters — GARRY CLEVELAND MYERS
In "Problems of Personality" Series

Summing It Up — JOSEPH B. EGAN
In the "Character Workshop"

EDITORIALS AND OTHER FEATURES—INCLUDING

The News Digest

PUBLISHED TWICE A MONTH FOR THE
DIRECTORS AND TEACHERS OF AMERICA'S SCHOOLS

BOSTON [VOL. CXV, No. 13] 20 CENTS

THE CLIMAX SERIES

LATIN-FIRST YEAR, LATIN-SECOND YEAR, LATIN-FOURTH YEAR

The literary allusions in the notes of LATIN-FOURTH YEAR, the method of handling forms and syntax in LATIN-SECOND YEAR, and the "Question and Quick Answer" practice in LATIN-FIRST YEAR are points of departure for the close examination of these books. The selection of readings, the functional presentation of forms and syntax, and the emphasis given in each lesson to comprehension, word study, and progress in reading power are other features of the books in *The Climax Series*. These and other advantages have convinced many teachers that the program of this series is most practical in use and most rewarding in ultimate results.

SILVER, BURDETT AND COMPANY

New York Newark Boston
Chicago San Francisco

Is THE MODERN LANGUAGE JOURNAL in Your School Library?

For Progressive Teachers and Administrators Everywhere

THE MODERN LANGUAGE JOURNAL

Official Organ of The National Federation of Modern Foreign Language Teachers. Covers methods, materials, publications, research, textbooks in this field.

Published eight times a year, October to May, inclusive. Subscription price, $2.00 a year (Canada, $2.20; other foreign countries, $2.25) payable in advance.

Sample copy on request

An ideal advertising medium for Teachers' Agencies, Periodicals, Publishers, Booksellers and Importers, Tourist Agencies, Steamship Companies, etc.

Estimated reading public, 10,000

For sample copies, advertising rates, and other information, address:

THE MODERN LANGUAGE JOURNAL

5500 33rd Street, N. W. Washington, D. C.

"Every Teacher of French, German, Spanish or Italian Needs THE MODERN LANGUAGE JOURNAL."

CHILDREN'S OWN READERS

The new books are now available

Details sent promptly on request

Two new pre-primers with an accompanying workbook and two additional early reading books with accompanying workbooks make this series probably the richest in basal reading equipment available today. The new pre-primers contain stories of child life, illustrated in color by Marguerite Davis. The development of their vocabularies embodies the newest principles of control and repetition.

GINN AND COMPANY

Boston New York Chicago Atlanta Dallas Columbus San Francisco

A New Science Series

USEFUL SCIENCE

WEED AND REXFORD

Book I for Grade 7
Book II for Grade 8

Style, vocabulary, and material suitable for immature students. Stresses correct attitudes and habits rather than a vast conglomeration of scientific data. Experiments are simple, directions crystal clear. A wealth of drawings, photographs, and diagrams.

Write for further information

THE JOHN C. WINSTON COMPANY
WINSTON BUILDING, PHILADELPHIA

Chicago Atlanta Dallas San Francisco

For Spring Testing

Kelley–Ruch–Terman
New Stanford Achievement Test

Just published: Form Z, the fifth alternative form of the widely used achievement battery for elementary grades.

Otis–Orleans
Standard Graduation Examination

Form C is a uniform final examination for pupils completing elementary school this spring.

Sones–Harry
High School Achievement Test

A measure of high school achievement in four separate parts; language and literature, mathematics, natural science, and social studies.

Send for complete information

WORLD BOOK COMPANY

Home Office: Yonkers-on-Hudson, New York
14 Beacon Street, Boston 2126 Prairie Avenue, Chicago
Also Atlanta, Dallas, San Francisco, Portland, and Manila

TEACHERS ARE WELCOME

To a Set of Lifelike Photos of Their Class

Reduced in Size

SEAT PLAN REDUCED IN SIZE

Let us photograph the children of your room — it's lots of fun, and we'll present you with a set of the pictures in our dandy HALL'S ROOM SEATING PLAN — Free.

WILSON-WAY SCHOOL PHOTOGRAPHY

1955 MASSACHUSETTS AVENUE
Cambridge, Mass.

UNIVERSITY OF MAINE

SUMMER SESSION

JULY 5 — AUGUST 12

A WIDE RANGE OF COURSES
CONDUCTED BY SPECIALISTS

FOR

Secondary and Elementary
Teachers, Supervisors,
Principals, Superintendents,
Athletic, Baseball and
Football Coaches.

MAINE OFFERS YOU:

High Grade Instruction
Pleasant surroundings
Summer comfort
Week-end trips
Good food, well served
All at a minimum cost.

COME TO MAINE TO STUDY

For information or bulletin,
Write Dr. Roy M. Peterson,
Director, Orono, Maine.

Harvard University

Summer School of Arts and Sciences and of Education

July 6 — August 16, 1932

Courses in the Philosophy of Education, Educational Psychology, History of Education, Educational Administration, Elementary Education, Secondary Education, Educational Measurement and Statistics, Vocational Education, Commercial Education, Vocational and Educational Guidance, Physical Education, the Teaching of School Subjects — English, Social Studies, Science, Mathematics, French.

Demonstration Classes in English, French, Mathematics.

Summer School courses in Education may be counted by qualified students toward the degree of

Master of Education

FOR DETAILED INFORMATION, ADDRESS

The Harvard Summer School

R University Hall Cambridge, Massachusetts

SILVER BAY

VACATION CONFERENCE

SILVER BAY ON LAKE GEORGE

Lake George

AUGUST 1st to 15th

The Adirondacks

Two Delightful Weeks with excellent Board—Room and all Grounds Privileges for

$40. and upwards **for the Two Weeks**

REGISTRATION FEE $3.00

Recreations, Relaxation and Rest in Surroundings of Natural Beauty and Grandeur combined with a Daily Program of Social, Intellectual and Spiritual interest

Addresses by Notable Leaders of Thought in

WORLD AFFAIRS - INDUSTRIAL ISSUES - SCIENCE - RELIGION - POLITICS

TEACHERS ARE ESPECIALLY INVITED!

Public School Teachers and their friends who enroll before May 15th will pay no registration fee

ORCHESTRA PIPE ORGAN SINGING MOTION PICTURES

Address: Rev. T. B. Penfield, Silver Bay Association, New York Office, 347 Madison Avenue, New York

JOURNAL OF EDUCATION

ALBERT E. WINSHIP and ANSON W. BELDING
Editors

ISOBEL R. LAY
Managing Editor

Table of Contents

MAY 16, 1932

EDITORIALS:—
Minneapolis—1933 379
A Nine Billion Dollar Study 379
Teacher Tenure 379
Boy Scouts of America 379
Dr. S. M. N. Marrs 379
Pioneer Youth 380
Neighborhood Education Meeting 380
Powers and Hosman of Nebraska 380
Vierling Kersey's Decision 380
Pre-School Demonstration 380
The Stanford Speller 380
TIMELY TOPICS 381
By Anson W. Belding
Are Teachers Good Sports? 381
Adult Education Vital 381
Mundane Experience 381
THE FALLACY OF QUANTITY 382
By Lewis H. Chrisman
THE REVOLT (Poem 383
"MY COUNTRY" AND THE WORLD 384
By Alfred E. Martin
THE COLLEGE ENTRANCE DRAGON 385
By Harold A. Ferguson
GROWTH OF MUSIC IN NEW BEDFORD 387
By Allen P. Keith
A COLLEGE ALONG NEW LINES 388
By Robert D. Leigh
NEGLECTED TEETH INCREASE TAXES 390
By Fred Hamlin
EVERYTEACHER 391
By Anson W. Belding
COMING ON THE AIR 392
PROBLEMS OF PERSONALITY 394
By Garry Cleveland Myers
CHARACTER WORKSHOP 396
By Joseph B. Egan
BOOK TABLE 398
THE NEWS DIGEST 399
EQUIPMENT NOTES 405
GRINS BETWEEN GRINDS 405

JOURNAL OF EDUCATION: Founded 1875. Published first and third Mondays, in each month, September to June, inclusive, by New England Publishing Company, Six Park Street, Boston. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as second class matter.

Index to Journal of Education is published annually with the last issue in December. The contents are also listed in the Education Index.

What's Within?

Street car companies, these days, think they must crowd their conveyances to the doors to be successful. Must the schools, also, measure their success by the amount of material they cram into the heads of students? Many schoolmen have been waiting for Professor Lewis H. Chrisman to expose "The Fallacy of Quantity," as he has done on page 382.

•

"'My Country' and the World," by Alfred E. Martin, has a direct bearing upon the personal philosophy and attitude of every teacher in America.

•

Shall the "College Entrance Dragon" be slain, or can it be subdued, or — again — is it only a harmless gargoyle? Harold A. Ferguson has made an investigation which he reports, with interesting conclusions, on page 385.

•

Ask any one familiar with the schools of Massachusetts just where something extraordinary is being done with music, and you are pretty sure to hear the words: "In New Bedford, under Superintendent Keith." Mr. Keith in this issue tells the interesting story.

•

At Bennington, Vermont, will be opened next September a new college for women. What are the purposes behind this institution? President Robert D. Leigh states his case clearly. See page 388.

•

'Twill Be a Tonic

Our next issue will be very special. It will be our Annual Summer Number. It will have as its keynote FAITH and COURAGE. It will be a sort of "Heads Up" manual for the d o w n c a s t or discouraged schoolman.

You will want to read what BENEFITS some of the foremost Superintendents can discern in a time like the present! Roger W. Babson, famous observer and prophet of business conditions, contributes a stimulating article, "Tomorrow's Demands on Education." Commissioner Cooper will be heard from. "Keeping Down with the Joneses" is another article of timely importance. Prepare to unwrap your June 6 Journal with even more than usual eagerness. THE PUBLISHERS.

WORKBOOKS NOW ACCOMPANY STRAYER-UPTON ARITHMETICS

NUMBERS ONE and TWO — Each, 160 pages, 24 cents
NUMBERS THREE and FOUR — (Ready soon)

By CLIFFORD B. UPTON, A.M.
Professor of Mathematics, Teachers College, Columbia University

NUMBERS ONE and TWO contain abundant, carefully-organized drill on the fundamentals of elementary arithmetic as generally taught in the third and fourth grades.

The scientific construction of exercises to provide a well-distributed drill, the step-by-step grading, the simple, familiar language of the problems, the checking, and the reviews are all special features of these *Workbooks.*

The pupils' weaknesses are revealed by *diagnostic tests* and are afterwards cured by the *remedial work* which is embodied in a comprehensive program of twenty pages.

Ample space is provided for the large handwriting of children; the type and figures are well-spaced and clear.

These Workbooks may be used with any elementary arithmetics

AMERICAN BOOK COMPANY

New York *Cincinnati* *Chicago* *Boston* *Atlanta*

JOURNAL OF EDUCATION

Editorials

By Albert E. Winship

Minneapolis—1933

THE meeting of the Department of Superintendence in Minneapolis, February, 1933, will be a great success. The famous summer meeting of the National Education Association in 1928 is so fresh in the minds of every one that nothing need be said in praise of the spirit of the Northwest. The auditorium is ideal. The hotels are adequate, and prices reasonable.

• • •

A Nine Billion Dollar Study

CARTER ALEXANDER, financial specialist of Teachers College, has presented in a book of fewer than 100 pages a reliable and intelligent study of the expenditure of a billion dollars of tax money on public elementary and high schools (year 1926-7).

Carter Alexander has so classified all receipts of funds and all expenditure of funds as to make it a simple matter for anyone who will take the time to read these pages to understand clearly the financial situation of the schools of the United States in that year.

This is the first attempt to do so much so clearly in so few pages.

Mr. Alexander reveals the fundamental weaknesses of the prevailing policies and practices in the collection, disbursement, care and custody of the billion dollars that permit school funds to be lost or misused.

Carter Alexander specifies the changes in the legal and administrative policies and procedures needed to improve present practices so as to afford an optimum degree of protection to the school funds.

Fortunately, this study is published in a small, attractive, usable book and not in the customary bulky document, which is unattractive and traditionally repellent.

Carter Alexander has rendered the schools and the tax-paying public an inestimable service.

• • •

Teacher Tenure

VENTURA COUNTY, California, on February 26, set in motion official action attempting to repeal the State Life Tenure Law for teachers.

Ventura County is in the vast area to which we referred in a recent issue of the Journal of Education, where all teachers on life tenure lost interest in county, state, and national association membership.

It is of the utmost importance that all teachers on tenure use their leisure to the limit in the promotion of education in every way possible.

Tenure is a great achievement in education, but it will be repealed unless teachers on tenure demonstrate to the public that pays the taxes, that it is an advantage.

• • •

Boy Scouts of America

THE Boy Scout activities mean more during this world crisis than they have ever meant before. The organization meets an entirely new social and civic need. The youth of America seem to be especially liable to criticism for misbehavior of a serious character.

It is easy to try to offset the criticism of the press and platform, but there is no denial that neither the church nor the schools prevent unusual rioting and alarming criminal acts by youths from good families, with church associations, with school experience.

There is abundant evidence that Boy Scouts are not involved in criminal activities, and also that Boy Scouts are a positive aid in checking riotous conduct.

The schools must line up with Boy Scout leaders on all occasions.

• • •

Dr. S. M. N. Marrs

STARLIN MARION NEWBERRY MARRS, state superintendent of Texas for eleven years, died on April 18, at the age of seventy.

Dr. Marrs was a native of West Virginia, but had been a vital factor in education in Texas for forty-seven years. He had six superintendencies in Texas in thirty-four years. He had several important state activities in education prior to his state superintendency.

Dr. Marrs has been recognized among the national leaders in education for many years, and his elections in Texas have always demonstrated high professional appreciation.

At twenty-two years of age S. M. N. Marrs graduated from the Holbrook teachers inspiring institution at Lebanon, Ohio, and he carried that vitalizing spirit to Texas, where he has rendered wonderful service for a third of a century.

Pioneer Youth

OF THE many organized activities counteracting the vicious schemes for exploiting children and youth in lawlessness, one of the latest and best is the "Pioneer Youth Movement for Workers' Children," which was launched seven years ago in Baltimore and Philadelphia, headquarters, 45 Astor Place, New York City.

John Dewey and Norman Thomas are enthusiastic champions of this special education activity.

It is especially tragic that malicious interests are utilizing the present unemployment of laboring men to demoralize the boys of industrial centres by tempting them to criminal activities because it provides money which they cannot get legally or honorably.

The Pioneer Youth Movement helps children from nine to eighteen to live comfortably and enjoyably in worthwhile pioneer spirit.

It is of inestimable service to families, neighborhoods and individuals to have an organization that creates and promotes a spirit of loyalty and thrift that protects communities from the most dangerous spirit of lawlessness ever known in America.

Here is an activity which appeals to teachers, to principals, superintendents, school boards and legislators. It places new responsibility upon every well-wisher of society, locally and nationally.

• • •

Neighborhood Education Meeting

THERE has never been a better time to have neighborhood meetings in the interest of children or any phase of education.

Miss Bessie Locke, executive secretary of the National Kindergarten Association, 3 West Fortieth Street, New York City, is utilizing the field secretaries of the country in the promotion of neighborhood meetings in the interest of child welfare in any way that will best interest parents, teachers and youth.

This is a delightful way for any teacher, principal or superintendent to direct attention from any and every liability to neglect the better service of the family.

• • •

Powers and Hosman of Nebraska

E. M. HOSMAN, secretary of the State Association of Nebraska, has resigned to accept a responsible position with the Municipal University of Omaha, and Charles A. Powers, superintendent of Holdrege, succeeds him in state service.

Nebraska is making a record worthy the leadership of former Nebraskans who have created the greatest education organization in the Old World or the New.

Vierling Kersey's Decision

VIERLING KERSEY, state superintendent of California, has recalled his acceptance of the superintendency of Long Beach.

The pressure from various forces seems to have been too great to be resisted. There was a vast array of protests from the first, and it has proved irresistible.

It was a great personal sacrifice in every way.

If the state has any appreciation of what it means to ask Dr. Kersey to continue to serve the state there will be a wholesome sense of justice.

• • •

Pre-School Demonstration

DR. JOHN LINCOLN ALGER, president of the Rhode Island College of Education, has a study of a class of about 400 children in the Training School of the College that is of surpassing interest.

He admits children to regular school work at various ages from two to six, and, as a rule, those who enter before four years of age maintain the rank in all grades through the high school as reliably as those who enter after five years of age.

Miss Clara Craig, principal of the Training School of the Rhode Island College of Education, has had personal charge of the development of this work under the general direction of Dr. Alger. She has trained her associate teachers until there is universal team work.

Dr. Alger and Miss Craig have prepared a careful study in detail of the effect of the pre-school work of all children in all grades, trailing them by their age in the first grade.

The 400 children are in no wise selected for their special ability. If anything, they are started extra early because they need attention.

There is no question but that the demonstration shows very clearly that all children would graduate from the high school two years earlier than in the past if they were started in school two years earlier.

The years of a child at four and five are liable to be worse than wasted in any home and neighborhood.

• • •

The Stanford Speller

CORRECT pronunciation, correct spelling, and correct syllabication will be absolutely indispensable for everybody, everywhere, at all times in the new civilization following the world crisis.

Modern education and the use of modern methods will make it possible for children and youth, in their vocabulary range, to pronounce, spell and syllabicate correctly without giving any thought to what to do nor how to do it.

Read the review of The Stanford Speller in this issue.

Timely Topics

Are Teachers Good Sports?

THE finance or budget committee of a certain Massachusetts town decided to recommend the cutting of salaries in every branch of the local government. The committee explained the situation to representatives of each department, and obtained in each case the desired endorsement of the plan. The School Board and the superintendent, although reluctantly, agreed that the cut was needful. But the matter awaited final settlement at a town meeting.

The teachers became suddenly interested in politics. They attended the town meeting in full numbers, bringing their brothers, sisters, parents, uncles, aunts, and cousins. The town hall was crowded to the doors.

The salary cut for teachers was voted down.

In winning their point, the teachers may have lost something more important. Teachers' salaries have been too long attaining present levels to be allowed to drop indiscriminately.

On the other hand, teachers can ill afford to let themselves be regarded as poor sports, unwilling to accept adjustments which others are obliged to take in a time like this.

Moreover, if teachers refuse are they sure they are not guilty of looking out for themselves and forgetting the children? If salaries are maintained, cuts will probably be made elsewhere with resulting impairment of instruction.

• • •

Adult Education Vital

ADULT education has been attacked by municipal budget makers in many places. Their idea is that evening classes and other facilities offered to grown men and women to enable them to develop their minds and talents are somewhat beyond the domain of the schools, which were established to train youth, not middle age.

In ordinary times, perhaps, a good case could be made out for requiring adults to pay the costs of whatever instruction they choose to receive. In times like these, however, the very persons who stand most in need of supplementary training are the ones who find themselves crowded out by industry and quite unable to pay tuition.

Classes for adults are by no means a luxury. In them grown men and women learn to readjust themselves for self-support in a world of swift and unexpected changes. Adult classes are much less costly than doles; and it is safe to say that many thousands of Americans who are holding their jobs today would be candidates for doles if they had been denied the privileges of re-education in schools mainly supported by public money.

Public economists should think well what they are doing before they drop adult classes that are in active and actual demand. Not difficulty and despair but hope and help should be given to those who today suffer from the partial breakdown of our commercial and industrial machinery.

• • •

Mundane Experience

NO LESS a philosopher than the late Josiah Royce used to affirm that it was highly important for a philosopher to have some interests of a mundane nature—interests that would keep his feet on the ground.

The tendency of specialization in any field of thought or service is to cause aloofness from other fields of thought and service.

Teaching is a function that once belonged to parenthood. Few parents would care to assume the whole responsibility for teaching their own children in this complex age. When parents insist upon their right and their ability to do this, the case gets into the press as news.

Yet every parent has more or less to contribute from his own experience to the teaching of his offspring. And the more the parent gives, the more "background" a child is said to have. Background, if it is of a proper sort, is enormously helpful to the teacher who fills in the foreground.

The teacher, as well as the parent, needs to know something of life beyond the cloister or the classroom. Preparation for teaching might well include a period of experience in the business world. This sort of thing is discouraged by present fashions in teacher training. So many years in such and such courses leading to such and such degrees, are the rule. And when such an apprenticeship is accomplished, there is little time left for that school of struggle and experience which could add so much to the teacher's equipment.

This is no time to urge would-be teachers to try their hands at business. Neither is it a time for school and college authorities to underrate the qualifications of teaching candidates who offer as part of their credentials an experience in the business world or in some other area of practical affairs.

Auson W. Belding

The Fallacy of Quantity

By LEWIS H. CHRISMAN

Professor of English Literature, West Virginia Wesleyan College, Buckhannon, West Virginia

ONE of the crimes that Ralph Borsodi has laid at the doors of our industrial system is that it tends to make man "quantity minded" rather than "quality minded." Quantity mindedness is invariably a sign of loose thinking and perverted ideals. No one would venture to deny that the less we have of it the better. But an individual does not have to be an especially keen observer to see that it is increasingly permeating our working philosophy of education. There are tens of thousands of teachers who proceed upon the assumption that if they manage to pile enough work upon their classes they are attaining the pinnacle of educational achievement.

Educational success, however, cannot be measured in terms of quantity. To say this is not necessarily to defend the traditional "snap" course. The most futile courses with which I have ever come into contact in thirty years were given in a department in which nobody did a scintilla of work, neither teacher nor students. But anybody with any educational contacts whatever can think of courses of rigid quantitative requirements in which the students learned nothing because there was no real teaching being done. The fallacy of quantity is a pedagogical monstrosity because it is responsible for so much incompetent teaching. The old copy-book maxim, "There is no excellence without great labor" applies to the teaching profession as well as to other walks of activity. And the teacher who takes for granted that nothing more is needed than copious assignments will in all probability fail to make the effort without which certain of the essentials of good teaching cannot be attained.

•

The tendency to judge the efficacy of a course exclusively by quantitative standards has been responsible for a number of the major pedagogical errors of this particular teaching generation. One of these is the assigning of an inordinate number of readings. The day of the old textbook course is happily gone for good. That, though, does not mean that we have yet reached perfection. The making of suitable assignments of collateral reading is a task which taxes the ability, experience and knowledge of any teacher. If a reading list has the slightest educational value it must have some other virtue besides length. Some years ago a teacher of English in a high school in a large Eastern city sent me a list of required readings upon which he had spent much time and energy. It was attractively printed, and the teacher's letter thrilled with pride in his achievement. But it had two serious faults. First, it was too difficult, some of its items being books with which its maker had recently become acquainted in a graduate school. Moreover, like the beard of Polonius, it was too long. Not long afterwards I attended an educational round table where the subject of reading requirements was being discussed. As a part of the program several teachers described their own required readings. According to the trend of the discussions the two main qualities to be sought in preparing such a list were difficulty and length, both of which under certain conditions might seriously interfere with the learning process.

LEWIS H. CHRISMAN

•

Too much reading might be as harmful to the mind as too much food is to the body. It was said of Lessing that he was a "colt that needed double fodder." Colts of that kind, though, are not especially plentiful. The assimilative capacity of the average student can easily be exaggerated. All of us have probably been afflicted with the society of know-nothings who have boasted of their exceptional educational opportunities. In some instances this lack of knowledge has been due to the deficiency of natural ability. There is an Oriental proverb to the effect that "Going to Benares cannot turn a pig into an elephant." No institution can give a real education to all who meet its formal requirements. Yet there is no doubt whatever that some students take little away from certain courses because they have had to cover too much material. Especially in the field of literature when reading becomes an onerous task instead of a pleasure there is a loss of essential values. I have known students to read the required

dozens of books in a given field, pass examinations upon them and never afterwards show the faintest intimation of having assimilated a single idea. Some of them may have only gone through the motions of reading them. Devices like studying the examination questions of the preceding year, cramming on somebody else's notes and securing the help of a tutor who pelican-fashion can disgorge the contents of the course in a few hours are not unknown in the realm of higher education. But even some who have done their best profit little from their extensive excursions.

Lowell gave expression to a fundamental truth of education when he put into the mouth of Hosea Biglow the words:—

"For it strikes me ther's such a thing
ez sinnin'
By overloadin' children's under-
pinnin'."

The fact that Abraham Lincoln had access to but few books was not an unmitigated calamity. Those which he did have, especially his Bible and his Shakespeare, became a part of him in a way that they would not have done had he been dabbling in oceans of print.

Not for a moment should we unfavorably contrast the modern school readers with those of the days of our fathers, but I cannot help noticing one conspicuous lack in the products of the new scholastic day. The ability of the modern student to recognize passages in literature is apparently inferior to that of those of a generation ago. The student of yesterday had comparatively few books and fewer distractions. The selections in his basic reader he conned over and over again until they were woven into the very warp and woof of his mind. In talking to audiences of teachers I have been interested in noticing the unmistakable reactions which occur among those of the older generation if I happen to mention or quote one of the old school reader immortals. References to the contents

"The fact that Abraham Lincoln had access to but few books was not an unmitigated calamity. Those which he did have, especially his Bible and his Shakespeare, became a part of him in a way that they would not have done had he been dabbling in oceans of print."

of the newer books do not meet with the same response upon the part of those who have been exposed to them. Is it not altogether possible that the reason for this difference is the fact that the student of today has had such a plethora of supplementary reading that little or none of it has loomed especially large in his thought life? Extensive reading has its advantage, but the educator must see to it that the value of the intensive is not minimized.

The crude quantitative standard is responsible for many other types of bungling. This includes the requirement of the type of notebook work which must of necessity be copied from one or many authors, or even from the notebook of another student. It also includes the substitution of tests and other mechanics of teaching for the thing itself. Any of us as we recall our pedagogical experiences can think of courses in which the teacher regarded the giving of examinations and the grading of papers as the whole duty of a teacher. One of the greatest teachers that I have known used to say: "After all, the main business of a teacher is to teach." This sentence contains a truth which no pedagogue can afford to forget. The teacher who teaches is something more than a white-collared section boss who assigns tasks and sees to it that they are performed. He interprets, illuminates and inspires. The teacher who does this is no mere taskmaster. He is a guide, philosopher and friend. He has the clarity of vision which enables him to see that the greatest values of life have not to do with quantity but with quality.

The Revolt

I gotta write a poem teacher says
Fer English class tomorrow, an' it's tough
To have to work when I was 'sposed to go
A rabbit huntin' long with Bill and Fluff.

She don't need no more poems, she's got books
Chuck full o' poems right there on her shelf
A dern sight better'n any I can write,
Er any she could even write herself.

Gee, I can't write no poem, I don't know
Nothin' to write about, ner what to say.
Shucks, now my pencil's broke an' I ain't got
No jackknife, cause I lost it yesterday.

I'm gonna run away an' not go back
To that ol' school no more. I'm gonna start
Fer Hollywood—I'll hook a ride somehow,
An' be a movie actor like Bill Hart.

Don't wanna be no poet anyhow.
A poet is a sissy, er a nut
With bow ties an' long hair—I guess I'll go
Around to Roddy's now an' get mine cut.

An' maybe sometime when I'm on the screen
A bustin' bronchoes, teacher'll come to see,
An' then I betcha she'll be mighty glad
She didn't make no poet out o' me.

"My Country" and the World

By ALFRED E. MARTIN

Society for Ethical Culture in New York City

IN a speech before the United States Senate in January, 1918, President Wilson used these memorable words: "The ultimate object of the Great War is the creation of a comradeship of justice that shall include all nations, even those with whom we are now at war."

What is the fundamental requisite for the creation of this comradeship of justice? What is the one thing so essential that without it no anti-war machinery can be relied upon to be invariably effective? What, in short, is the key to World Peace?

That key is the cultivation of international-mindedness. As national-mindedness is the ability to see and feel the common interests of the nation in addition to, but not to the exclusion of, local interests, so international-mindedness is the ability to see and feel the interests of all peoples and at the same time to appreciate the differences that obtain among them.

How undeveloped the nations are in this ability is evidenced by the kind of nationalism that is rampant in the world. We see it in those familiar hybrid phrases that have been current since the outbreak of the Great War—Pan-Slavic, Pan-American, and so forth.

•

Nationalism at its best is a deep spiritual love for one's country—its history, its achievements, its ideals, its illustrious men and women, and whatever it has contributed to the enrichment of other national life. But nationalism as it exists today is far from this ideal. While it is partly love for one's country it is also and much more a boastful habit of mind with reference to it, often accompanied by a supercilious if not hostile attitude toward other nations. What can be done to strip this current nationalism of its arrogant features and rescue it from being what it is—the most disturbing and destructive force in the modern world? It must be supplemented by the cultivation of international-mindedness. These measures would be of practical service:—

"Almost everyone objects to some other nationality than his own, and some people object to all nationalities than their own! But seriously speaking, we can help to build up the international mind by taking ourselves in hand and striving to overcome the repulsions that still master us."

First: Let us inculcate in our youth that humility which was a marked trait in George Washington. He did not boast about his country; he never made extravagant claims for it. Were he with us today how he would deprecate the manner in which we spend our two great national holidays—the twenty-second of February and the Fourth of July—with their noise and bluster and jingoism; how he would plead for just one hour to be reserved out of those two sacred days for reflection on the short-comings of the nation, that it might be smitten with a wholesome sense of its defects! History does not take nations at their own valuation; our population may vastly increase and our wealth may grow even faster. But our population could not bully history nor could our wealth bribe the eternal Justice.

•

Another practical measure looking to this end is the introduction into schools of a new course of instruction—a course more significant than many of those now given—a course describing the contribution made by each nation to the advancement of civilization. I can think of nothing more calculated to engender international-mindedness in our young people than such a course.

•

Hand in hand with this would go improvement in the teaching of history so that it shall not minister as now to the development of the provincial, but instead to the upbuilding of the international mind. Stressing, for instance, not the achievements of the nation toward its own aggrandizement but rather its contributions toward the advancement of civilization. Appealing to patriotism not because of military or naval preparedness, of population or size or wealth, but because of the services rendered to others. How the love of country could be strengthened and deepened in the hearts of pupils if they could see it as the source of such services! What better vaccination against the disease of chauvinistic nationalism than such a survey of services rendered and indebtedness incurred! Much, too, might be done by teaching history comparatively instead of in isolation, so that, for example, if the subject be English history the boys and girls might see what German or French textbooks have to say about it, and if there be any Hindu textbooks, let the pupils know what these have to teach of English history. What a revelation such a study would be, and what a mighty aid to the cultivation of humility and of international-mindedness!

Let the teacher tell the pupils

of the marvelous inventive genius of the despised Chinese, of the splendid part played by France in the abolition of feudalism, of Germany's music, philosophy and science, of the benefit to mankind through England's creation of parliaments. No better antidote for the patriotism that has degenerated into chauvinism could there be than such instruction. Given such reforms as these and it will no longer be possible to think of glorifying the United States by underestimating other nations. Given such reforms as these and they will prevent the breeding of another generation of provincially-minded citizens and instead will start a new race of internationally-minded men and women.

One other measure is the use of the cinema for depicting the peaceful settlement of war-breeding disputes. War films we have had in great abundance; why not carry the educational work a step farther showing what has been done to promote peace by the settlement of disputes? Take for a single illustration the first great war-breeding dispute—that between Finland and Sweden over the Aland Islands. How surprisingly that lends itself to dramatic and pictorial representation! First, there are the two angry nations glowering at one another across the Bothnian Gulf and preparing for war, while the rest of Europe looks anxiously on. Then comes the quiet call for a neutral commission to investigate the dispute. We see the peasants joining diplomats and politicians to tell their side of the story. We see the commission listening intently and striving earnestly to determine the rights and wrongs on each side of the dispute. Finally comes the peaceful settlement, and a great sigh of relief resounding over the world that another war has been averted.

•

I have reserved for final mention a measure to which special importance attaches because it is one in which we can all share. Some people object to Chinese, some to Japanese—almost every one objects to some other nationality than his own, and some people object to all other nationalities than their own! But seriously speaking, we can help to build up the international mind by taking ourselves in hand and striving to overcome the repulsions that still master us.

It was said of St. Francis of Assisi, that most lovable of all the medieval saints, and one of the most perfect Christians since the time of Jesus, that he ministered to the objectionable people in his community. With his own hands he bathed the lepers in Assisi. We can imitate St. Francis in ministering to those who are sometimes repellent to us; we must be to them not only in word but in deed a friend. Manifest your prejudice to another, and instantly the answer comes back according to the law of our common human nature. Approach that person with the assurance that behind what is unattractive is something beautiful, something which it is in your power to call out, and automatically your prejudice disappears.

The College Entrance Dragon

By HAROLD A. FERGUSON

Principal, Senior High School, Montclair, N. J.

TWO questions present themselves in the present widespread attempt to improve the articulation between high schools and colleges:—

1. What do high schools need to do in order to bring about better articulation?
2. What can the colleges do to assist the high schools in order that there may be better articulation?

Secondary Schools and Colleges are gradually gaining a better understanding of each other's problems and learning to co-operate in the view of Principal Ferguson.

It is not unusual, at the present time, to encounter among high school principals the attitude that college entrance requirements are the great obstacle in the path of educational progress. As a result of my own experience as a high school principal, which includes eight years in New Jersey, as well as four years in Ohio, I have found that a high school which is qualified through its teaching staff to do a good piece of work can train for life and citizenship, and, in addition, can also train pupils to meet college requirements without endangering the opportunity of attaining the splendid objectives which are claimed for the secondary school. I have found that colleges are willing to make exceptions and allowances for the school which is doing a good job; furthermore, because the methods of gaining entrance to college during the last eight or ten years have multiplied, the situation has been improved. Thus one may well ask: "Does the solution lie alone

in changing college requirements which may at times prevent the high school from realizing its greatest usefulness, or in securing outstanding teachers who are able to provide college preparation as a by-product of good teaching?"

A recent investigation conducted among the high school principals of New Jersey indicates:—

a. Too many high school principals are not well enough acquainted with actual college requirements and the allowances and exceptions which colleges are willing to make for the promising candidate.

b. Comparatively few high school principals are encouraged by their boards of education to make the necessary direct contacts with the colleges and their directors of admission, or to attend professional meetings where such contacts may easily be made.

c. Thirdly, despite all that has been spoken and written about guidance, few high schools have organized their staffs in order that pupils may be furnished with the necessary information at the right time. In order to simplify the problems of guidance, some principals would make all college requirements uniform—but colleges must not become similar any more than individuals should be cast in the same mould.

•

A few suggestions which have been made by some of the high school principals of New Jersey indicate their conception of the high school's responsibility:—

a. An acquaintance with the actual requirements of each college.

b. A personal acquaintance with college representatives and the institutions they represent.

c. A wise use of the privilege of certification.

d. An encouragement of the comprehensive type of examination for the student who may be required to take the College Entrance Board Examinations.

HAROLD A. FERGUSON

e. The occasional use of the College Entrance Board Examination as a validating examination if the pupil's record is "spotty."

f. A plan of following up the work of pupils after they enter college.

g. A willingness and an ability on the part of high schools to furnish information about pupils in order that colleges may have a better knowledge of pupils as persons.

h. A functioning plan of guidance.

•

Considering the whole problem from the viewpoint of college responsibility, high school principals must admit that an honest attempt is being made by colleges to use a number of criteria as a basis for judging an individual's fitness for a particular college. The point also should be borne in mind that the colleges which select their candidates with unusual care seem to retain a great proportion of their students, as contrasted with the amount of mortality which takes place in some colleges during the freshman year.

One of the greatest college admission problems is caused by the tendency of the college to restrict free electives. This results too often in an unwise selection of high school work for many pupils; the following is an extreme case, but it is not unusual in secondary schools which prepare large numbers for college entrance:—

Subject.	Units.
English, - - -	3
Foreign Language, -	7
Mathematics, - -	3
Science, - - -	1
History, - - - -	1

Such a selection of high-school work too often is due to the desire of principal and pupil to "play safe" and, thereby, to be able to choose from the widest range of college possibilities. Thus, general science, community civics, some branch of history, possibly music or art, which for some pupils in the ninth grade might be a wiser selection, are ruled out. The result, too often, is English, algebra, Latin, and a modern language, because all colleges will accept these subjects, and also because it is difficult for ninth-grade pupils to make a definite selection of college. Furthermore, during the eleventh or twelfth year, relative degrees of success in high school along different lines may bring about many changes in early college choices. If, however, there is too much restriction of free electives, such desirable changes in objectives may be made too difficult.

It is difficult to say whether the prevailing tendency to work for marks and credits is to be charged against college, high school, or both. At the present time, the colleges are, in a variety of ways, attempting to discourage the "coupon-clipper." The high school, due to its responsibility to its pupils, cannot afford to embark independently upon a program of eliminating marks. Here might be an opportunity for colleges to encourage greater experimentation. Cer-

tainly there may well be some development of the spirit of working for the satisfaction which comes with achievement, rather than the prevailing spirit of working for marks and credits.

Two additional suggestions to the colleges for bringing about better articulation can be stated briefly.

Granted that colleges have the right to be different, and that their requirements by varying as much as they do may well be distinctive, is it necessary to emphasize this fact in the blank form which is used for the candidate's application for admission?

Finally, it is suggested that all colleges should notify schools in September or October of the names of graduates who have actually enrolled. Added to the present growing tendency to report to high schools the achievement of their graduates not only at the end of the first semester, but also at the end of the freshman year, such a practice would prove helpful to the high school. High school principals have even suggested the desirability of a report of the college activities of their graduates. Colleges might well realize that the greater the amount of information furnished to a school about its graduates, the more probable it is that the school will tend to look beyond the point of mere college entrance to the student's ultimate success in college.

In conclusion, it would seem that better articulation, despite some gaps and rough spots, is possible of achievement. All colleges are eager for the graduates of the public high schools who are capable of profiting from college training. The problem is one of mutual concern, and, may it be said, is receiving the sympathetic consideration of a growing number of representatives of high school and college groups at the present time. In order to stimulate the efforts of the high school principals, it may not be amiss to suggest that the situation presents a great challenge to the secondary schools.

Growth of Music in New Bedford

By ALLEN P. KEITH

Superintendent, New Bedford, Massachusetts

WHEN I came to New Bedford, in January, 1906, to take charge of the John H. Clifford School, I found a building with an attractive assembly hall. With a large body of pupils, many of whom a new law had forced from the mills back into school, the great good which would come from frequent school assemblies appealed to me strongly. The pupils were mostly of the middle elementary grades, and the problem of suitable programs presented itself. The first essential was some form of instrumental music for marching into and out of the hall. I found that one of my assistants played the violin, another the piano, and I myself played the clarinet. This trio marked the beginning of the instrumental music department in our school system. While this trio was composed entirely of teachers, I found later that many of the boys and girls received their first inspiration to play a musical instrument from listening to our trio.

As our programs became more and more popular, other elementary schools began to have a weekly assembly. The present director, Clarence W. Arey, sensing the possibilities of an orchestra in every school, offered to organize several orchestras to meet once each week for practice, he to depend on the proceeds of a concert at the close of the season for his salary. We tried the experiment, and the first season did not amount to much from a money point of view, but the second season the work was much improved and such a success that the School Board appropriated a small sum of money to aid in this experiment, and, a little later, employed Mr. Arey on half-time. In the meantime the leader of the High School orchestra, which had been in existence several years, resigned and Mr. Arey was placed in charge, thus giving him direction of the work throughout the city.

In 1917 he was placed on full time, and our work has progressed steadily until more than one thousand boys and girls are members of our orchestras and our school band.

After several seasons with the orchestras Mr. Arey suggested the possibility of a band. Immediately the cost of equipping such an organization presented itself and, with the help of our orchestras, we proceeded to give concerts throughout the city to raise the money to meet the necessary expense. About five hundred dollars was realized through these concerts and many second-hand instruments purchased. The first appearance of the band was in a Memorial Day parade, and with nondescript uniforms and more or less battered instruments, the boys began the work which has won the approval of the entire citizenry and, today, our band ranks as a first-class musical organization.

During the war our band and orchestras furnished the music for practically every patriotic assembly, and, during the open season, played an evening parade and concert at Fort Rodman each

Wednesday evening. Thus our boys did their part in helping to carry on during the war days.

Uniforms for the band were originally purchased through subscription among our local business men. Later, when the new uniforms were bought, we were assisted by the New Bedford Rotary Club.

Several years ago, realizing that the rapid growth of our organizations depended upon the ability of the boys and girls to buy their own instruments, we established what is known as the musical instrument fund. Through this fund instruments are bought at wholesale and sold to the children at cost, they paying for the same as circumstances permit. This fund has been used over and over again, and I do not recall a single case where the children have not met their obligations. Out of this fund we have also purchased several of the larger instruments which the children could not be expected to purchase, such as basses, mellophones, baritones, etc.

In 1931 our girls' band made its first appearance. We find that the girls are just as enthusiastic about the band as the boys. We have many fine instrumentalists among them.

In 1920 the State Department of Education invited the high school orchestra and band to play at the superintendents' conference at Framingham as a demonstration of what could be done along these lines in elementary and high schools. Largely as a result of that concert almost every city and large town in the State of Massachusetts now has its band and orchestra.

Robert Gundersen, second chairman in the Boston Symphony Orchestra, was formerly concert master of our High School orchestra.

We have many instances where boys and girls have found that the ability to play has been a tremendous help at college, and some have paid for their college educations through the training which was received in our organizations. Others have found that the ability thus gained has won them places in musical organizations of note. Still others have made this training the basis of their life work.

We, in New Bedford, are very proud of our musical organizations.

A College Along New Lines

By ROBERT D. LEIGH

President of Bennington College, Vermont

THE transforming ideas which have permeated educational thinking in recent years are increasingly finding expression in practical movements. Varied as are the changes introduced in substantially all first-rate liberal arts colleges, affecting subject content, method, measurement of accomplishment, and educational objectives, they constitute as a whole a discernible trend toward closer adaptation of education to individual aptitudes and needs, and toward the newer aims of self-dependence, initiative and interest as contrasted with traditional disciplinary values.

The newest reinforcement to this movement is brought by Bennington College, whose first class of students will begin their college life next September. Since the publication, in 1928, of *The Educational Plan for Bennington College,* its emergence as a working institution has been awaited with interest. The plan itself is a synthesis of educational thinking, discussion, and experience. The practical significance of the new college is that it fills the last important gap in the series of "progressive" institutions, and makes possible, for at least some students, an education based on modern concepts from the nursery school to the bachelor's degree.

In one respect Bennington differs from all but one or two of the colleges more or less sympathetic with this movement. It starts free to build from the ground up. Without the necessity of modifying ways and traditions in confirmed possession, it can select useful materials for its structure wherever they may be found, unhampered by interwoven elements which do not fit the new pattern. It enjoys the advantages — as it must endure the disadvantages —of a completely new institution.

Some of the disadvantages are obvious. Bennington has no alumnae to whom to turn for financial aid. From the beginning it has relied upon men and women with faith in its educational ideas and ideals, and in the means proposed for putting them into effect. Not the least of grounds for confidence in the future is the fact that more than a million and a quarter of dollars have been subscribed by friends residing in widely separated parts of the country, and that the last $300,000 needed to make a safe beginning was given in the midst of the financial depression.

•

Starting with the lifting of the first sod in August, the college has rapidly developed in visible form. In architecture and materials it has followed New England village lines. At the head of a green, around which

eventually will be grouped twelve cottage dwellings, stands the Commons building, with belfry and clock, like a town hall at the head of a common. Close by, a spacious and substantially-built red barn, surrounding three sides of a grassy square, confirms the indigenous character of the group. This will be remodeled, the interiors with semi-permanent construction, and the least possible change in outward appearance. In these two buildings will be the laboratories; lecture and seminar rooms; library; art centre, consisting of a little theatre with well-equipped stage and auditorium, surrounded by studios for fine arts, music, and dancing; health centre and infirmary; and administrative offices. Five dining-rooms, served from a central kitchen, will provide dining facilities for the entire student body.

Of the twelve dwellings, four have been built, sufficient for the first class. The rest will be added in subsequent years as additional classes are admitted, until the full enrollment is reached. Each contains twenty rooms for students, and a faculty suite. A constant element in planning has been the avoidance of massing students in large groups. So far as possible, each house group will be self-governing, and will be encouraged to develop its own distinctive character.

In its dealings with its students, Bennington's first departure from customary practice is found in its method of admission. Personal interviews with each applicant, her parents, and school principal, are necessarily time-consuming. Nevertheless, they have already been found of significant importance. Instead of relying upon ability to pass written examinations in specified subjects, Bennington seeks to assemble and weigh all available evidence of the quality of the applicant's work and of the range and strength of her interests. From such evidence, submitted by applicants in excess of the number that can be admitted, it is possible already to discern a composite picture of the class that will be received next September.

ROBERT D. LEIGH

•

While, naturally, the majority are from New England and New York, the cities of the Middle West and Pacific coast are well represented in a geographical distribution covering eighteen states. "Progressive" schools somewhat exceed public high schools and private preparatory schools in the educational background. In the family background, the professions of law, medicine, and education preponderate. Girls who need scholarship aid, provision of which has been an essential element in the financial plan, will nearly balance those from homes of wealth. Although the educational plan might well appeal strongly to girls of specialized ability, the number is large of those who demonstrate versatility of excellence such as would secure them admission under methods in common use.

Among expressed preferences as to fields of study, the fine arts, English literature, and the social studies are about equal, and represent three-fourths of the applicants. Music and the natural sciences follow closely with about one-fifth. Foreign languages are desired by very few. Apparently they are regarded as secondary or "tool" equipment.

These preferences, of course, are not to be regarded as final choices. A happy school experience or an admired teacher too often is the determining cause of a preference later reversed by acquaintance with unexplored fields. Indeed, an early objective at Bennington is the discovery by and for each student of the field to which her ability is best suited, and in which her informed interest is deepest. To this end work will be arranged for every student, during the first two years, in the four major fields, of literature, natural sciences, social studies, music and fine arts. This will be individually planned, taking into account what the student has and has not already done in each field. It will be exploratory rather than foundation laying, designed to reveal the scope and nature of problems to be met, techniques used, and results attainable. At or before the end of two years, the student will be

expected to arrive at a sound choice of her major field as the condition of advancement into the senior period.

The keystone of the arch is, of course, the faculty. By the time this article is printed, or soon afterwards, announcement will be made of the teaching staff for the first year. They will be selected from men and women within and without the academic profession, with and without advanced degrees, whose demonstrated qualities justify confidence that they will prove wise and stimulating guides to girls of college age.

Neglected Teeth Increase Taxes

By FRED HAMLIN
New York City

GOOD teeth make good students.

That, in brief, might be cited as the leading fact derived from a recent survey made by officials of the American Dental Association. The survey, under the direction of Dr. Alfred Walker, chairman of the Association's educational publicity committee, covered more than a dozen towns and cities at widespread points over the nation.

"Prevalence of decayed teeth and the accompanying handicaps to children is today appalling," Dr. Walker stated in summing up the facts. "Estimates of the percentage of children needing dental attention range from 75 to 98 per cent. But these facts are completely overshadowed by proofs found of benefits accruing to children and taxpayers from thorough dental hygiene."

The survey included statistics from Boston, New York, Chicago; Atlanta, Ga.; Cambridge, Mass.; Athens, Ga.; Toronto, Can.; Bridgeport, Conn.; Cleveland; Eau Claire, Mich.; White Plains, N.Y.; Lake Forest, Ill., and Shamokin, Pa., all places where intensive dental research has been going on for some time.

Estimates of the number of children needing dental work ranged as high as 98 per cent. Authorities in Chicago stated that dental defects among school children cost the taxpayer more than three-quarters of a million dollars annually to educate repeaters who failed because teeth were bad. Ninety-six per cent. of the children examined in Chicago had defective teeth, 92 per cent. in Cleveland, and 98 per cent in White Plains, N.Y. Dr. Luther H. Gulick of New York City reported that of 40,000 children examined, those with two or more bad teeth averaged five months behind their proper grade. In Shamokin, Pa., more than a third of the children did not own a toothbrush, and only 155 out of 3,230 had clean teeth.

Outstanding examples of how dental health education aids the school child to progress were also found, however, Dr. Walker reports. One of the best was in Atlanta, Ga., where a steady campaign has brought amazing results. The campaign, under the direction of Superintendent of Schools Willis A. Sutton, began in 1924. In one school where dental instruction and care were installed, 1,200 school days were saved in a year's time. At the end of five years every child in all the public schools of Atlanta was 100 per cent. dentally perfect.

Before the system was installed 32 per cent. of the children failed to pass their grades. In a year the percentage was down to eight. Before the campaign, attendance averaged 83 per cent.; afterwards it was up to 97. After the program, coupled with a general health campaign, had run for six years, the average percentage of repeaters was reduced by one-half. Mr. Sutton estimates that the dental program has saved taxpayers a quarter of a million dollars annually.

Similar results came from dental health programs in other cities. Athens, Ga., reported 100 per cent. good teeth after a three years' campaign. Toronto, Can., in ten years reduced cavities in children's mouths from an average of seven to an average of two. Five years after a dental program was begun in Bridgeport, Conn., repeaters were reduced 65 per cent. Cavities in the mouths of children in Lake Forest, Ill., were reduced by one-third in ten years. Approximately 23 per cent. of the Lake Forest school children had unclean teeth in 1920, while in 1930 the percentage was down to 1.5.

Boston and Cambridge, Mass., reported similar good results. In Boston there was an increase in daily attendance of 2.8 per cent. after a thorough-going dental program was put into effect. At the Forsyth Infirmary the number of extractions of first permanent molars—so-called "keystones of the mouth"—was reduced from one in three to one in 200. Attendance in Cambridge increased 3 per cent., with an estimated saving to the taxpayer of $25,000 annually.

"There is only one answer to these facts," Dr. Walker pointed out. "Dental health is invaluable to the progress of our children. Not only are they handicapped by bad teeth today. They will be even more handicapped in years to come, when serious complications are bound to arise unless precautions are taken.

"Preventive dentistry, like preventive medicine, is a saving in the long run. The sooner this is realized, the better off we will all be."

Everyteacher

By ANSON W. BELDING

Wonder Workers

NO one but an ignoramus would say that a teacher of backward children, defectives or delinquents, was chosen for that work because of inability to instruct normal children. The teacher of special classes is almost certain to have been chosen for superior teaching power, rare resourcefulness, and an inspired and inspiring personality.

If you wanted to visit a classroom where you would be sure to find an exceptional teacher doing an exceptional job, you would make no mistake in selecting a room where pupils differing from the common pattern have been gathered for such instruction as they need and can profit by.

Nowhere in the educational system are more miracles wrought than in such special classes. The very nature of the task is a challenge. Moreover, an amount of latitude is permitted as to methods and material which in itself makes for better teaching.

Does any teacher of an ordinary grade or group look down upon a sister teacher whose assignment is among the less favored boys and girls? If so—she had better shake herself loose from self-delusion.

There is no disgrace to a pupil in attending a special school or class. And for a teacher to be so allocated is a decoration of honor, and, in many cases, a charter of happiness.

Whenever the general level of teaching is lifted to a plane with that which is done in special classes for the mentally or physically handicapped, education will have registered the biggest single gain in all its history.

• •

The Game of Personality

THE most interesting thing in the world is human personality. And the main reason why personality is so interesting is because it is at once so uniform and so diverse.

Schools would be a great deal less enjoyable for those who spend their time in them if it were not for the opportunity to observe and compare personalities.

The teacher with a keen relish for human nature derives constant delight from classroom experiences and incidents. A pupil runs true to form for days and weeks; then suddenly a new facet appears; an evidence that instruction has taken effect, perhaps, or a signal that instruction has additional work ahead of it; or possibly a proof of some fine quality that has been timidly hiding. What better thing can a teacher do than to draw out hidden gifts and excellences?

Let no teacher suppose, however, that the study of personalities is one-sided. The pupil studies the teacher; analyzes; ponders; and at length gets what he believes to be the teacher's "number"—a chart of expected behavior. Some teachers can be led astray by questions framed to keep them talking, and then fewer pupils are called upon to reveal their shortages. Some teachers are specially susceptible to flattery—as expressed in laughter at their jokes. Some teachers want their own words returned to them by the class. Others want the words of the book. Still others prize originality or any symptom of independent mental effort.

There are teachers who are fair to all pupils, and there are teachers who show favoritism to a chosen few—a fact frequently as palpable and as distasteful to the favored ones as to the unfavored ones.

On the whole it is an exciting game that takes place in a million classrooms every school day.

• •

Teacher as Salesman

IN the jargon of business, salesmen are divided into real salesmen and "order takers." The order taker can sell to those who are already customers, those who have made up their minds what they want before the order taker calls to take their order. But the order taker cannot develop new business. He lacks the imagination to discover new prospects for his goods.

Good teaching obviously contains an element of salesmanship. The transaction between the teacher-salesman and his "customer" should be such that the customer is fully convinced he wants what he is getting.

The teacher who simply hears recitations and marks down ratings in a book is only an order taker. He does not extend his trade beyond the few who already know what they want from him and are bound to get it if they have to dig for it.

The teacher who is a real salesman is keen to discover actual needs for his product in the life of his customer and skillful in getting the customer himself to see this need.

COMING ON THE AIR

Nationwide Radio Broadcasts Selected For Their Educational Interest

Columbia Network

Key Station WABC — **Eastern Daylight Time**

Monday, May 16

11.00 A. M. Musical Alphabet—Ralph Christman, pianist.
4.20 P. M. Rungs of the Ladder From London. W. H. Davis, poet.
6.00 P. M. *Current Events. H. V. Kaltenborn.
11.00 P. M. *Ernest Hutcheson, pianist with concert orchestra.

Tuesday, May 17

3.15 P. M. *Musical Americana.
3.45 P. M. National Convention of Parents and Teachers' Association.
7.30 P. M. Madison Singers' Quartette.
11.00 P. M. *Howard Barlow and the Columbia Symphony Orchestra.

Wednesday, May 18

2.15 P. M. Columbia Artist Recital. Barbara Maurel, contralto, and Marion Carley, pianist.
4.00 P. M. United States Navy band concert from Washington, D. C.
5.15 P. M. Bill Schudt's Going to Press.
8.15 P. M. *Light Opera Gems.
11.00 P. M. Howard Barlow and the Columbia Symphony Orchestra.

Thursday, May 19

11.30 A. M. New York Medical Society. Speaker.
12.45 P. M. Columbia Revue. Classical program presented by Vincent Sorey and his orchestra.
4.30 P. M. National Democratic Victory Campaign speaker.
6.00 P. M. *Current Events. H. V. Kaltenborn.
8.45 P. M. *"Your Child." Angelo Patri.
11.00 P. M. Howard Barlow and the Columbia Symphony Orchestra.

Friday, May 20

2.00 P. M. Alex Semler, pianist.
2.45 P. M. Columbia Artist Recital. Julia Mahoney, soprano, and Virginia Arnold, pianist.
3.45 P. M. *Columbia Educational Features. Dr. Edwin Grant Conklin, Professor of Zoology, Princeton University, "The Wisdom of Living Things."
6.00 P. M. International Exchange Program. "Leicester Square," vaudeville and musical comedy. From London, England.
8.30 P. M. "Today and Yesterday," dramatic and musical highlights. Featuring concert orchestra, directed by Don Voorhees; soprano; DuPont Quartet, and cast, with Coburn Goodwin, Narrator.
9.00 P. M. Grand Opera miniature. Howard Barlow, conductor.
10.15 P. M. Adventures in Health. Dr. Herman N. Bundeson, Health Commissioner of Chicago.
11.00 P. M. Howard Barlow and the Columbia Symphony Orchestra.

Saturday, May 21

11.30 A. M. *Columbia Revue. Classical program presented by Vincent's Orchestra, with Barbara Maurel, contralto.
7.00 P. M. *"The Political Situation in Washington Tonight." Frederic William Wile.
10.15 P. M. *Columbia Public Affairs Institute.

National Network

Key Stations WEAF and WJZ — **Eastern Daylight Time**

Monday, May 16

12.15 P. M. *The Real George Washington, WEAF.
1.30 P. M. *National Farm and Home Hour, WJZ.
2.00 P. M. "Food and Its Physical Effects on the Development of Children," by Dr. S. Josephine Baker, WEAF.
2.30 P. M. *Current Events, WJZ.
3.00 P. M. *Shut-In Hour, the U. S. Marine Band, WJZ.
3.30 P. M. *Women's Radio Review, Claudine Macdonald, Jean Harvey, Sarah Jordan, WEAF.
4.00 P. M. *A Quarter Hour with Authors, Ray Long, publisher and former magazine editor, WJZ.
7.15 P. M. *Sonata Recital, Joseph Stopak, violinist; Joseph Honti, pianist, WEAF.
10.00 P. M. *National Radio Forum, WEAF.

Tuesday, May 17

9.00 A. M. *Morning Glee Club, WEAF.
11.00 A. M. *Your Child, WEAF.
11.30 A. M. *High School Band and Orchestra, WEAF.
12.15 P. M. *The Real George Washington, WEAF.
1.30 P. M. *National Farm and Home Hour, WJZ
2.45 P. M. *Young Artists' Light Opera Company, WEAF.
3.00 P. M. *Music in the Air, WJZ.
3.30 P. M. *Women's Radio Review, WEAF.
4.00 P. M. *The Magic of Speech, "Word Building," WEAF.
4.15 P. M. *U. S. Army Band, WJZ.
4.45 P. M. *Changing Financial Conditions, WJZ.
5.00 P. M. *Charles Gilbert Spross, with Edward Rice, violinist, WEAF.
6.45 P. M. *Back of the News, WEAF.
8.00 P. M. "You and Your Government," "Issues of Foreign Policy," WJZ.
10.15 P. M. *Tune Detective, Sigmund Spaeth, WJZ.

Wednesday, May 18

9.00 A. M. *Morning Glee Club, WEAF.
12.15 P. M. *The Real George Washington, WEAF.
1.30 P. M. *National Farm and Home Hour, WJZ.
2.00 P. M. *Why We Are Misunderstood, WEAF.
3.15 P. M. *Summer Recreation, "Golfing," by H. H. Ramsay, WJZ.
3.30 P. M. *Women's Radio Review, WEAF.
4.00 P. M. *The Pilgrims, WEAF.
4.30 P. M. *Eastman School Symphony Orchestra, WJZ.
6.00 P. M. *Music Treasure Box, WJZ.
6.45 P. M. *Merle Thorpe, WEAF.
11.15 P. M. *Rochester Civic Orchestra, WJZ.

Thursday, May 19

9.00 A. M. *Morning Glee Club, WEAF.
12.15 P. M. *The Real George Washington, WEAF.
1.30 P. M. *National Farm and Home Hour, WJZ.
2.00 P. M. *Salon Singers, WEAF.
3.30 P. M. *Women's Radio Review, WEAF.
4.15 P. M. *U. S. Navy Band, WJZ.
6.25 P. M. *John B. Kennedy, WJZ.
6.30 P. M. *The World Today, WEAF.
7.00 P. M. *Through the Opera Glass, WEAF.

Friday, May 20

9.00 A. M. *Vocal Art Quartet, WEAF.
12.15 P. M. *The Real George Washington, WEAF.
1.30 P. M. *National Farm and Home Hour, WJZ.
2.00 P. M. *U. S. Army Band, WEAF.
3.30 P. M. *Women's Radio Review, WEAF.
4.15 P. M. *Le Trio Charmante, WEAF.
4.15 P. M. *Radio Guild, "Arrah-Na-Pogue," Boucicault, WJZ.
10.00 P. M. *National Oratorio Society, WEAF.

Saturday, May 21

9.00 A. M. *Melodic Gems, WEAF.
11.30 A. M. *Keys to Happiness, WEAF.
12.15 P. M. *The Real George Washington, WEAF.
1.30 P. M. *National Farm and Home Hour, WJZ.
7.15 P. M. *Laws that Safeguard Society, WEAF.
8.15 P. M. *Civic Concerts Service, WEAF.
8.30 P. M. *Economics and Psychology, WEAF.
9.00 P. M. *K-7 Stories of the Secret Service, WEAF

* Features marked with a star will be on the air the same day and hour the following week.

Climate and Human Use

LIVING GEOGRAPHY makes its approach through the study of *differences* in how people live and work rather than through the facts of how they live and work. Having learned how countries differ, it logically follows that the student will want to know why they differ.

LIVING GEOGRAPHY has for its central theme the human use of the earth. It shows how people live and how they provide for their needs. It makes clear how humanity's efforts along these lines are controlled by climate more than any other single factor.

IN LIVING GEOGRAPHY, the pictures of the civilizations of the earth are drawn against this background of climate. Other factors are given their proper and appropriate places, but the dominant factor is shown most often to be climate.

From the points of view of climate and human use, therefore, occupancy of the land in all the countries of the earth is studied in

LIVING GEOGRAPHY

HUNTINGTON-BENSON-McMURRY

BOOK I—HOW COUNTRIES DIFFER $1.20

BOOK II—WHY COUNTRIES DIFFER $1.60

Also in a four-book edition

Book I—Parts 1 & 2 each .92

Book II—Parts 1 & 2 each 1.12

THE MACMILLAN COMPANY

New York Boston Chicago Dallas Atlanta San Francisco

Problems *of* Personality

By GARRY CLEVELAND MYERS
Western Reserve University, Cleveland

The Child Who Stutters

DR. J. E. WALLACE WALLIN, in a study of the school children of St. Louis, found that about seven out of every thousand stuttered, and that about five times as many boys as girls stutter. In about every third or fourth classroom, then, there will be a stuttering pupil.

The stuttering child in a good many school systems will receive special corrective exercises with a speech expert. Sometimes this child will show improvement, sometimes not. In a few instances he may grow worse. Just to be singled out for special attention may only add to his embarrassment.

When improvement comes to the stuttering school child the special mechanical exercises have been least among the factors which have helped him. The speech expert has been calm and sympathetic, has tried to lead the teacher to develop a more understanding atmosphere in the classroom, and has worked with the parents for a better mental hygiene atmosphere at home.

Most writers on stuttering emphasize defects in breathing as a large factor, and many speech experts give numerous breathing exercises to the patient. A factor some of them overlook is that breathing irregularities of the stutterers are almost always connected with emotional disturbances. You and I know very well when we suffer from embarrassment or are overwhelmed by feelings of inferiority we feel a strange and indescribable discomfort in the neighborhood of our diaphragm. Of course, since the emotion physically interferes with our breathing mechanism. When the annoying emotion subsides we breathe more nearly normally, and are not aware that we have a diaphragm. Since these things are so mechanical, exercises in breathing can be only temporary at best in their effect. The problem is to get back of the factors which stir up the damaging emotions. Correction, therefore, has to be a long, long, patient effort at building up self-confidence, a part of which may involve rebuilding the patient's general health.

It is safe to assume that all stuttering is primarily emotional, and that improvement will come along with general health improvement of the patient and in increased emotional poise and self-confidence.

Undoubtedly the teacher is in a position to do more for the stuttering child than the speech expert can. (Working together they may both do more than either working alone.) Suppose you are the teacher of a stuttering child. First get closely acquainted with his home. If a course in parent education is available in a college or university near by, induce the parents to enroll so as to gain a better understanding of and sympathy with the child, and ability to be better able to adjust themselves happily to him and to guide him with more poise and less emotion. A correspondence course in parent education is available for those not near a university or college, such as that offered by the University of Minnesota or Columbia University.

Or, persuade the parents to read some books on child psychology, family relations and personality problems such as "The Unadjusted School Child," by Morgan; "The Nervous Child," by Cameron; "Child Guidance" (particularly the chapter on Speech), by Blanton and Blanton; or "Building Personality in Children," by the writer. I have a chapter on speech and several pages on stuttering.

Induce the parents to have the child checked physically by the family physician, and work with the doctor in building him up and putting into operation a regular program which involves adequate sleep and relaxation. First of all try to make the parents see that improvement will be very gradual and that indirect attack upon the problem will bring best results.

Look into the child's home program. If he is taking extra work such as music lessons or fancy dancing they had better cease unless the work is not exacting but proves a recreation, and provided he has ample free time for play.

The child may play too hard and grow too weary. He may be a nervous child. Practically all stutterers are. He may not get on well with other children. You may be able to work out with the parents a better play and rest program.

Very important it is that he does not become

too greatly fatigued. Some stuttering children should be compelled to come into the house and stay quiet alone for a short rest period once or twice on regular school days and for longer periods on morning and afternoon of Saturday and Sunday. Persuade the parents to work for a calmer family atmosphere with subdued voices. If there is a radio it should be turned low and be entirely off most of the time when the child is present. In the classroom you will make sure that your own voice is gentle and low-pitched.

Devise a scheme whereby the stuttering child will be absent from your room for several minutes when you will take his classmates into your confidence, winning them to want to help this stuttering child feel more comfortable, covenanting together that never will they by word or gesture do a thing to remind him of his handicap, but that, instead, they will reveal patience and courteous attention when he speaks, doing all they possibly can to help him to regain self-confidence. I have visited classrooms where the teacher and children working together had made such an achievement. What a fine opportunity for real moral education!

Advise the parents not to stop the child, not to command him to go slowly; but to give him the word they know he is struggling to get, doing so in a wholly matter-of-fact fashion. Urge them not to look at his mouth when he stammers, not to look at him at all except into his eyes, and with an attitude of "all is going well." Advise them, moreover, not to talk about his stuttering or to refer to it in the child's presence, and to try to train their adult friends to treat him in the same helpful fashion. Suggest to the parents that they read a great deal to the younger school child who stutters, and have him or the older stuttering child read to them; also that they develop family singing which will encourage him to join. The child does not stutter when he sings or when he is expressing himself most easily in any other way.

Make the stuttering child feel at school that you entirely understand how he feels, and that he need not try to speak in class at any time he prefers not to do so. You and he will have worked out some confidential signs. When he uses them you will understand them and act accordingly without attracting the attention of his classmates. When he speaks particularly well in class let him know you celebrate with him the victory. Best of all, make him feel you care and that you understand.

Now Ready — Something New in Business Arithmetic

BUSINESS MATHEMATICS

By R. Robert Rosenberg, M. C. S.; C. P. A. (New Jersey)

PRACTICAL. A complete course, published in two parts, in the use of arithmetic for actual business purposes.

CONVENIENT. Organized on the unit plan and published in pad form. Each page provides space for solutions and answers, which makes for ease of checking and grading.

SCIENTIFIC. Placement and classification tests at the beginning of each part enable the teacher first to group, and later to reclassify, pupils on the basis of individual ability.

APPROVED. A timed review on each major topic serves as an achievement test on units immediately preceding it. All tests and review drills were criticized by an eminent authority on tests and measurements, after which they were corrected according to his expert advice.

PRACTICABLE. Every unit, drill, and test was used experimentally over a period of three years and adjusted not only as to difficulty for average pupils, but also as to time required for completion. Each unit, drill, or test can be completed by average pupils in a forty or forty-five minute class period.

AUTHENTIC. Topics treated are those included in a number of modern courses of study followed in representative types of schools located in widely separated sections of the country. Such checking together with the author's extensive experience, both as a teacher and as a practicing accountant, guarantee a content that is authentic from both the educational and the practical point of view.

List Prices (Subject to usual discount)

Business Mathematics, Part I **60c**
Business Mathematics, Part II **80c**

Ask our nearest office for further information.

The Gregg Publishing Company

New York **Chicago** **Boston** **San Francisco**
Toronto **London** **Sydney**

CHARACTER WORKSHOP

Conducted by JOSEPH B. EGAN

Editor, The Egan Monthly Service in Character Training

Summing It Up

(Part One)

SINCE there are left only three Workshop Conferences it might be well at this time to break in on the discussion of the power elements involved in the growing child for a summing up of conclusions. In order to make this summary as effective as possible, it will be necessary in the limited space allowed me to use a numbered sequence under two main heads.

Wrong Methods in Character Training

FIRST: Experience has demonstrated that to be effective, character training work should not be organized as a SYSTEM. There are several vital reasons for this conclusion. Any *system* to be properly executed requires splendid administration. This means the spending of time, mental energy and money on the part of those at the head. In the present state of character training development there is no indication that any system has been evolved which would justify such expenditures. This would rule out every formal character training attack in which a specific time is set aside for character training instruction, and specific instruments or materials designated, which require the evolution of a technique which every teacher would be expected to follow. This would particularly apply to all graded techniques which produce an integration factor between the grades.

SECOND: Any club activity around which a character training course is built, unless executed by most skillful hands, is foredoomed to failure. There are many reasons for this. Children and teachers alike readily tire of any long-continued effort along one line, especially where the vitalizing materials are not readily accessible. Where club activities depend upon the regular routine for the selection of officers invidious elements invariably enter which are character destroying in their effects.

THIRD: Any artificial means of maintaining interest in a character training program, such as a dependence on devices, posters, etc., invariably loses effectiveness within a very short while.

FOURTH: Any character training attempt founded upon a syllabus, no matter how wisely and carefully that syllabus may be prepared, is foredoomed to failure. The average teacher has neither the ability nor the time to clothe the bare bones of a syllabus with vital beauty.

FIFTH: Any attack based upon purely intellectual methods, such as the discussion of traits, and this is by far the most prevalent form of character training at the present time, cannot hope to succeed. This is true because, strange as it may seem to say it, there is no inevitable relationship between intellectuality and good character. It would seem in many cases that the possession of powerful intellect merely enables the evil within the personality to make itself more effective. Daily life is so full of proof of this, that no further argument is needed.

SIXTH: A method that involves the systematic study of delinquency, no matter how minor that delinquency may be, not only fails of its purpose, but is positively harmful. From life, itself, the movies, the newspapers, the current literature, the cigarette advertisements, environmental profanity and obscenity, the average child gets more than enough hardening. He does not need further familiarity with crime and its results. The inevitable end of familiarizing the child with delinquency, even where the results are most vividly pointed out, is to dull his feeling of repugnance and thus make him apathetic in the presence of crime. Is not this the very thing that the constant flow of criminal suggestion is producing in our present generation of citizens, to the end that criminality has become nobody's business?

SEVENTH: So called activity methods in which the child is habituated, to use the term of the sponsors, through constant repetition of the good conduct act, has proven to be a weak reed upon which to lean. Life does not give us any assurance whatever that constant repetition of a good conduct act carries over in times of stress and temptation to a repetition of the act. On the contrary, repetition can be carried to such a point that it becomes something disassociated from the emotions just as the winking of the eyelid has no emotional significance. It would be very easy to multiply proofs taken from adult conduct.

as witness the world-wide catastrophe precipitated by the Swedish financier who, under the thrust of a great emotional desire for power, did things that were at variance with every standard of good business. Can anyone say with justice that a man of this stamp had not been thoroughly grounded in the practice of good business procedure? The fundamental failure in this attack lies here: Is the case activity undertaken as the result of personal desire or does it result from the suggestion or compulsion of someone else? If it rises from within the self-involved, are the motives behind it of a noble character or are they induced by a desire for place or power?

If anyone wishes verification of the foregoing conclusions let him obtain a copy of the recent Yearbook of the Department of Superintendence. This may be had by writing to the department at 1201 Sixteenth Street, Northwest, Washington, D.C. Within the covers of this book, which by the way is a large book filled to the brim with splendid suggestions and conclusions relating to the character training situation, one will find ample verification of the conclusions drawn above.

No attempt is made in this book to establish a technique of character training. As a matter of fact, to quote from the foreword: "In facing this question, the Commission has sought first to avoid presenting anything that could be construed as a proposed, definite character education plan. No scheme is being presented in this volume as the way by which good character is to be produced. No character pattern is being charted in any definite sense."

The first two sentences of this paragraph are sufficiently clear. The third sentence, however, relapses into the typical armchair attack, stating a general conclusion which everyone admits to be true, but which does not provide the slightest inkling of how such a result is to be brought about. Where possible I suggest that this Yearbook be studied during the coming two weeks in preparation for the next Workshop Conference, in which I will discuss character training as a resultant of power development and emotional balance.

THE EGAN SERVICE IN CHARACTER TRAINING

is issued every month and consists of about eighty illustrated pages in which Mr. Egan's idea of Character Training work is laid out for the teacher day by day with a wealth of stories, plays, projects, activities, etc., to vitalize it. One month's service will be sent on receipt of fifty cents in stamps.

Address:
Journal of Education
6 Park Street, Boston

NEW YORK'S BIGGEST VALUE

• FINE ROOM *and* BATH •

$2.50 SINGLE
$3.00 DOUBLE

A modern, new hotel located in heart of New York, 100 feet West of Broadway yet quiet and cool. Each room has bath, circulating ice water, electric fan, Beauty-rest mattresses, exceptional furnishings and atmosphere.

Hotel Piccadilly

227 WEST 45th ST. NEW YORK

ATTENTION SUPERINTENDENTS AND SCHOOL LIBRARIANS

You can purchase all books for your school library in one place at the best library discount. This makes fewer bills and saves extra checking. It also saves you postage and express as we pay all transportation charges.

You gain very greatly in efficiency by buying all your books from one dealer.

We can supply you with books in ordinary bindings *or in specially reconstructed bindings that will give long wear.*

We give prompt and careful service. Our extensive business with public libraries over a period of many years has given satisfaction.

Send us a trial order, or, if you prefer, let us quote on a list of books that you contemplate purchasing.

LIBRARY BOOK HOUSE
LIBRARY SPECIALISTS
17 Besse Place, Springfield, Mass.

BOOK TABLE

BOOKS OF SONGS. SIXTH BOOK OF SONGS. By Robert Foresman. Cloth. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

It is cause for universal gratification that Robert Foresman has been given an opportunity to utilize his limitless resources of music scientifically, artistically, and professionally for school use.

After many years of wrestling with business interests and professional adventures he is free to live with music as he enjoys it, adapting his genius and devotion to the service of schools, teachers, and children.

Mr. Foresman has been able to command all the specialized assistance he has need of for perfection of grading, of modernizing, of vitalizing the spirit of every feature of this famous attainment.

Personally and professionally we rejoice to have seen Robert Foresman give the schools every achievement of his remarkable experience and profit by the wealth of his musical resources.

LIVING GEOGRAPHY. By Ellsworth Huntington, Yale University; C. Beverley Benson, formerly of Cornell and Purdue Universities, and Frank M. McMurry, Teachers College, Columbia University.

Book One, How Countries Differ. Twenty-eight colored plates. 346 pages (8 by 10 inches).

Book Two, Why Countries Differ. Thirty-eight plates. Cloth. 346 pages.

New York: The Macmillan Company.

Here is something entirely new in school geography. These books are a world crisis creation in every respect. The authors are world famous educators, statisticians, scientists and textbook makers.

Every fact has been carefully modernized by these three authors.

The illustrations are wholly new and the phrasing of facts and their relations is simplified to meet the immediate and full appreciation of pupils and students who are too busy to waste time meditating upon the possible meaning of any sentence.

The maps are wholly new colored plates, with more information than we have seen in any other school maps. There are thirty symbols never before used in map making. These enable the pupils and students to see the vegetable and animal interests everywhere in the world.

Despite the vast expense of the editing and making of these two famous books, the price meets the requirements of the world crisis.

THE STANFORD SPELLER. By John C. Almack, Stanford University, and Elmer H. Staffelback, State Teachers College, San Jose, California.

Seven Books, Grades Two to Eight. Heavy Paper Covers (8 to 10 inches). Chicago, San Francisco, New York: Laidlaw Brothers.

Modern education requires absolute ability to pronounce, spell and syllabicate correctly without giving a moment's thought of how to do it.

So far as we know there was no serious attempt to have children learn to spell until recently. So far as we know, "The Stanford Speller" is the first complete grade by grade attempt to perfect the pronunciation, spelling and syllabication without hesitating a moment so far as the writing of anything that is within their range of thinking is concerned.

In the language of the day the Stanford Speller is a "Workbook." In the spirit of the world crisis it is relatively inexpensive. In the child study atmosphere and psychology, everything is skillfully adapted to mental, social and economic age of every child.

If there is any schoolbook more adequately adapted to modern education, to the world crisis, to the relief of teachers, to the advancement of children in domestic, neighborhood and economic life we will gladly advocate its use.

LEADERS IN EDUCATION. A Biographical Directory. Edited by Dr. J. McKeen Cattell. Issued through the Science Press, New York.

This book of 1037 pages contains names of leaders of education, most of whom cannot be found in any other record of achievements.

The information is mostly confined to activities in education.

Two special features of the book are the inclusion of many city superintendents and women in education, who do not hesitate to record their birth date.

There has never been any opportunity to trace leaders in education through as wide a range as in this volume which follows Dr. Cattell's Men of Science, which was first published in 1906. Its fifth edition is now in press.

Dr. Cattell has put into his seventy-two years a range of activity wholly unprecedented. He has given School and Society, established in 1915, a personality such as no other publication in education has attained.

THE CHILD AND PLAY. By James Edward Rogers, Director of Physical Education of the National Recreation Association. Cloth. 200 pages. Illustrated. 353 Fourth Avenue, New York City: The Century Company.

This book is based on the reports of the White House Conference in Washington on Child Health and Protection.

The book discusses all aspects of play, inside the home and outside the home. It describes the play impulses of the child and points out how present-day agencies and facilities are providing for the expression of these impulses, and wherein they fail to meet the entire need. Play leadership is discussed at length, and specific advice is given regarding the kinds of play that are most beneficial.

James Edward Rogers was for many years director of the National Physical Education Service of the National Recreation Association, and has devoted himself to the recreational aspect of social work. He was director of the first playground in San Francisco, he founded and directed the San Francisco Recreation League, and was a member of the California State Recreation Board.

Books Received

"Modern English." Books 1, 2, and 3. By Bender, Emerson and Thompson. "Directed Observation and Teaching in Secondary Schools." By Winkle and Armentrout. New York City: The Macmillan Company.

"New Business English." By Hotchkiss and Drew. "Hernani." By Victor Hugo. Edited by J. D. Bruner. "Sixth Book of Songs." By Foresman. "The Buckley-White Word Book." "Workbook for Problems in General Science." By Hunter and Whitman. "Workbook for First Year Latin." By Lawrence and Raynor. New York City: American Book Company.

"New Progressive Road to Reading." By Burchill, Ettinger, Sulmer and Peyser. Newark, N. J.: Silver, Burdett and Company.

"Physics for Secondary Schools." By Stewart-Cushing-Towne. "Man's Great Adventure." By Edwin W. Pahlow. Boston: Ginn and Company.

"The Jesuits and Education." By William McGucken. Milwaukee, Wisconsin: Bruce Publishing Company.

"From Hunters to Herdsmen." By O'Hara. "Taming the Wild Grasses." By O'Hara. "Elementary English Work Books." Books 1 and 2. By Deffendall. "A Pupil's Workbook in Occupations." By Emerson and Dondineau. New York: The Macmillan Company.

"Fine Arts." By Tannahill. New York City: Teachers' College, Columbia University, Bureau of Publications.

The News Digest

Rhode Island Is To Remake a Boy Murderer's Life

PROVIDENCE. R. I.—Determined to prove that prisons can turn out intelligent, useful citizens Rhode Island psychiatrists and penal officials have selected Armand E. Lescault, of Pawtucket, now serving a life sentence for murder, for an experiment unique in the history of penology.

They have determined that the seventeen-year-old boy whose mind, according to alienists, is that of a child of eleven years and eight months old and incapable of placing a proper value on human life, shall be proof that prisons can be useful as schools for mental training as well as places for punishment.

To this end Lescault will be transferred next October from the confinement of the state prison to the comparative freedom of a new reformatory, now in process of construction, where he will undergo a twenty-years' course with all the facilities that psychiatry can afford.

Probably no man ever sentenced to prison for murder has had as much freedom from restraint and as many advantages as are planned for Lescault, in the expectation that mental and physical work and study will instill the qualities he lacks at present.

Dr. Frederic J. Farnell, head of the state department of public welfare, which controls penal institutions, and others interested in the boy are planning a course of work and study for him which they believe will overcome the disadvantages of seventeen years of wrong environment and wrong ideas.

Mussolini Spoke In Four Languages

ROME. — Premier Mussolini displayed versatility in languages, recently, by speaking in English, French, German and Italian at a celebration in connection with the observance of the Goethe centenary, when he inaugurated an institute of German studies in the Villa Sciarra, presented by Mrs. Henrietta Tower Wurts, widow of George W. Wurts, once secretary of the United States Embassy here. The Premier spoke of Goethe's genius in German, conversed with notables who were present in Italian and French, and thanked Mrs. Wurts in English.

CARNEGIE HEAD SETS NEW PURPOSE

It Is to Select Best from "Richly Diverse" Experiments in Schools, Declares Foundation Report

NEW YORK.—The big problem before education in the United States is that of selecting and diffusing the best accomplishments in the educational experiments being conducted by 150,000 school-district boards in the United States, writes Dr. Henry Suzzallo, president of the Carnegie. Foundation for the Advancement of Teaching, in the twenty-sixth annual report of the foundation.

During the last twenty-five years the economic status of the teacher has been vastly improved, as shown by increased salaries and protection against personal disability, old age and death, Dr. Suzzallo says, while academic institutions themselves are on a much better financial footing, many of them enjoying resources undreamed of at the beginning of the century.

"Higher standards, both administrative and intellectual, have been spread everywhere, and continually lifted to new levels of good influence," Dr. Suzzallo continues. "The technique of educational survey and investigation, of constructive criticism and improvement, crudely and hesitatingly devised at first, have been refined and put to wider use in the academic world. Association and conference, as group instrumentalities for the diagnosis of educational defects and the reconstructing of educational organization and procedure, are now common and continual events in effecting academic co-operation."

Dr. Suzzallo adds that the work of the division of educational inquiry of the foundation, once a service secondary to that of improving the economic status of the college and university teacher, now becomes the dominant function of the foundation.

His report points out that our national school system, in all the age levels it serves, has a greater and more varied school population than other national systems. This, he avers, is not the outcome of compulsory attendance laws, adding that the "flexible, adjustable, responsive character of America's school organization keeps the school-leaving age high," and that "an expanded school population on any age level ultimately forces experimentation and gives the transient impression of confusion."

Would Eliminate Grade Arithmetic And All Coaches

BRIDGEWATER, Mass. — Elimination of arithmetic in the primary grades and curtailment of athletic coaching were among the means of effecting economies in school costs to meet reduced budgets suggested to the superintendents of schools at their annual meeting at State Teachers College.

Clarence H. Dempsey, superintendent of Arlington schools, who made the suggestions, said that money would be saved in the primary grades by eliminating the repeating of grades and accelerating the progress of pupils through the grades. He was chosen to lead the discussion of what to cut out, if something must be cut.

"I would look very critically at public support of athletic programs," he said. "Possibly we can eliminate most, if not all, coaches. Some curtailment certainly is reasonable in athletic instruction. The pupils would not suffer. If we all did it, we would have just as much good fun in our games, perhaps with more errors."

Superintendent Dempsey advocated suspension of the kindergarten. That could be eliminated without calamitous effect, he said. Many of the courses which might be eliminated would not save any immediate cash, he explained, but some, in the long run, would make savings by making education more efficient. Arithmetic is not of the greatest value in the primary grades, he said.

Mr. Dempsey would eliminate primary supervisors, throwing their work on the principals of the secondary schools.

Drowning is a Science, Says College Freshman

TUSCALOOSA, Ala.—The following incident from the University of Alabama has been labeled "Why Instructors Go Mad." A freshman taking a military science quiz gave the following definition of drowning: "Drowning," he wrote, "is the science of being able to get enough water into the lungs to keep from living."

GERMANS AT SCHOOL

Number of Students Double in Period Since War

BERLIN.—Students in German universities and other "hochschulen" ranking with them—engineering and other professional colleges—have practically doubled since the war. Counting only students of German nationality, there were 69,295 in 1914, and 130,886 in 1931. The population of the Reich, diminished in 1919 by the cession of territories containing about 6,500,000 people, is now about 64,000,000—still 3,000,000 under the 1914 figure, but the German student body has risen from 106.4 in 1914 to 200.5 per 100,000.

For comparison with the United States an important difference must be held in mind. The American college, in the narrower sense of the word, does not exist in Germany. The general educational work of its freshman and sophomore years is covered here in the last two years of secondary school. A German goes to a university to fit himself for one of the liberal professions, for scientific research or productive scholarship, or for the higher state services. Statistically the German student body should therefore be compared with the proportion of American students in the graduate and professional departments.

Economically the overcrowding of the institutions of the higher training in Germany is calamitous. Experts figure that there are between 60,000 and 70,000 unemployed academicians in Germany now, and that by 1934 the number will have risen possibly to 130,000 unemployed and, in manner corresponding to their training, unemployable. The hopeless economic prospect confronting the recent graduates and the present student body is a prime mover in their "radicalization."

Group Opposes School Fund Cut

TRENTON, N. J.—A petition containing the names of 2,200 women voters was presented to state leaders in protest against a recommended cut in the annual appropriation to the New Jersey College for Women. The petition was handed to Governor Moore, Senate President A. Croser Reeves, of Mercer, and Speaker Joseph Greenberg, of Hudson, by Mrs. Walter Gosling, of Red Bank, representing the alumnae association of the women's college; F. Rosamund Sawyer, secretary of the association, and Mrs. Alexander Muir, of Trenton, representing the State Federation of Women's Clubs. The petition asked that the appropriation be not less than $402,428, the sum available this year. The appropriations committee has recommended $372,721.

Henry Ford Candidate To Succeed Himself

DETROIT, Mich.—Henry Ford is expected to be a candidate to succeed himself as a trustee of the Board of Education in Dearborn School District No. 5. After once resigning because of criticism caused by failure to attend meetings regularly Ford was appointed three months ago to fill a vacancy on the board. Thomas J. Evans, secretary of the board, said the motor magnate would be a candidate at the annual election in June, when his term and that of William Johnson expire. Petitions of three aspirants besides the incumbents are in circulation.

School for Superintendents Planned at Denver University

DENVER, Col.—Principals, assistant principals, superintendents and assistant superintendents of schools in Colorado will go to school themselves this summer, working out, in the laboratory of the University of Denver Summer School, their administrative problems. The plans have just been announced. According to Hobart M. Corning, superintendent of schools of Colorado Springs, who is introducing the course, it will cover building schedules, teacher assignments, pupil promotion, and so on.

Director Must Prove He Can Read and Write

HARRISBURG, Ill.—Sam Abernathy, middle-aged miner, was chosen school director of the Muddy District, near here, in an election, but before assuming the office he must appear in court for an examination to determine whether he can read and write. An order directing him to appear for examination was issued after a group of taxpayers in the school district had filed quo warranto proceedings in Circuit Court alleging that Abernathy could neither read nor write, and that because of illiteracy he was unqualified to legally hold the office.

Textbook Row At Los Angeles

LOS ANGELES, Cal.—Passages in Los Angeles school textbooks, such as "Grape-growing for manufacture of wine is one of California's most important industries" added new fuel to charges that antiquated books were being studied. Coupled with the quotation about grape products was another taken from a textbook, which said that "when the Panama Canal is completed, Los Angeles may be an important city." Chamber of Commerce officials said their charges that geographies were twenty-five years out of date would be forwarded to the State Board of Education.

DIPLOMA TO BE GIVEN TO ALUMNUS COOLIDGE

ST. JOHNSBURY, Vt.—The most distinguished alumnus of St. Johnsbury Academy never had a diploma from this ninety-year-old Vermont preparatory school, but the trustees, having ascertained that Calvin Coolidge would consider it an honor to receive a diploma, even at this late day, soon will present one to him. The suggestion for this recognition of the scholarship of the former president came from one of the teachers, Audubon L. Hardy, now living in Amherst, Mass.

Speaking at the recent banquet of the Boston Alumni Association he told of having Calvin Coolidge as his pupil in mathematics in 1891. The latter had come to the academy, Mr. Hardy said, only to review his college preparatory studies, and upon the basis of this work he received his certificate.

Mr. Coolidge evidently was touched by a letter from his former teacher suggesting the award of a diploma, and in answering it said among other things: "Usually these things do not mean much to me, but it would mean more in this case than almost any other I can think of. If you will consider entirely the interests of the academy and disregard me, I shall be entirely satisfied to accept whatever decision you may make."

Ask More Attention To the Undergraduates

NEW HAVEN, Conn.—The Yale News, student newspaper, urged editorially, recently, that Yale devote more attention to undergraduates and less to research. "It seems to us," the editorial said, "that the present administration policy is most strongly inclined to building Yale into a great institution of research and of graduate and professional schools, and that this policy may seriously conflict with such progress and development of undergraduate Yale as many people have been led to hope for and expect."

Boston Association Holds Parents' Institute

BOSTON.—Civilization, it seems, is slowly but none the less relentlessly overtaking the parent. After all the long-range firing of hints and suggestions at him in recent years Boston has just come out openly, and confronted him with a Parents Institute, held under the chairmanship of Clifford K. Brown, executive secretary of the Boston Y. M. C. A. The latest developments in the fields of education, medicine and social and civic affairs were explained and discussions held, lasting two days.

BUSINESS INTERNESHIP

Personnel Director Suggests Value of Training

NEW HAVEN, Conn. — Young college graduates who are selected by business organizations would be more appreciative of the opportunity offered if they had to pay tuition for their training as do medical and law students, say Professors Albert Beecher Crawford and Stuart H. Clement, director and assistant director of the department of personnel study at Yale University.

"The college men fortunate enough to be selected for such an opportunity should be at least as ready as the midical interne to acquire experience before expecting to qualify for important positions of responsibility," they say.

Students, the professors point out, often wish to know for what particular career they are "best suited," and expect a definite answer on this point. Specifically such questions are asked as "Should I go into advertising or banking?" and "Am I more likely to succeed in manufacturing or merchandising, in law or the ministry?"

"One can no more accurately answer such inquiries than successfully advise the same individual whom he should marry," they say. "Satisfaction in either case is too much dependent upon the personality, adaptability and subsequent development of the inquirer to be predictable.

"Many people seem to believe in a sort of vocational predestination. Somewhere in the world, they feel, there must exist a particular job for which they are ideally suited. They want to find it, and it alone. As a result there has sprung up what we may call the fallacy of the perfect 'niche.'"

Virgin Islands School Survey

NEW YORK.—Milton E. Loomis, assistant dean of the School of Education and director of the Summer School at New York University, is to make an educational survey of the Virgin Islands schools at the invitation of Governor Paul M. Pearson. Governor Pearson, a former professor at Swarthmore University, is considering the establishment of a six-weeks summer school for the benefit of the islands' 140 teachers. Dean Loomis said that if the plan proved practical New York University professors will conduct the necessary courses. Governor Pearson thinks that a summer school in the Virgin Islands might attract teachers from the United States who spend their vacations in the Caribbean.

Experiment Results Please Chicago University

CHICAGO. — The University of Chicago's new experiment in education, by which students have more freedom of action than ever before, is showing indications of success, in the opinion of Dean George A. Works. Dean Works reported to the American Association of Collegiate Registrars that while it was too early to evaluate definitely the drastic changes in methods of study at the university, the faculty and trustees were well satisfied with the progress made thus far. Under the new plan, which was sponsored by President Robert Maynard Hutchins, students are put on their own responsibility. They are permitted to attend classes when they choose, and take examinations at their own option.

Uncle Sam Offers Various Teaching Aids

WASHINGTON. — Whether a school class wishes to go on a hiking trip, build a boat, or see motion pictures of ski jumpers of prairie fires, one of the most effective things it can do is to write for help to Uncle Sam. So at least visitors have found in the government educational exhibit in the main corridor of the Department of the Interior Building, assembled with the co-operation of twenty different government agencies to show what they offer to schools. The variety of aids is amazing. Hundreds of movies of wild animal, farm and forest life may be borrowed from the United States Department of Agriculture, and 45,000 photographs are available, of which copies may be obtained at small cost. Hundreds of plans and specifications for wood handicraft projects have been published by the Wood Utilization Committee of the Department of Commerce for school workshops. Teachers of geography, history and civics, looking for material in connection with the Sino-Japanese war, are offered publications of the Bureau of Foreign and Domestic Commerce.

Supervised Play Reduces Child Accidents

NEW YORK. — Supervised recreation for children by the Community Council of the City of New York through the opening of playgrounds and recreation centres, particularly on the east side, has reduced the number of children's deaths in street accidents from 470 in a single year ten years ago to 321 last year, it was said by John Kirkland Clark, president of the organization.

COLLEGE BANS ENGLISH IN ITS SUMMER SCHOOL

MIDDLEBURY, Vt. — Since the Americanization campaign two decades ago there have been few places in the United States where the use of English has not been encouraged, and only one known place where its use is forbidden by regulation. Middlebury College, during the summer months, forbids—with the penalty of scholastic ostracism—the speaking of English on its campus for six weeks. As soon as students arrive they are put through rigid examination in conversation. If they pass it successfully a pledge is signed in writing that they will speak, write and read during the period of the summer session only the foreign language which they are to study.

At the north end of the huge campus at Middlebury as centre of the French school stands the chateau, built after the palace at Fontainebleau; to the west is the Casa Espanola, which might, with fitting solidity, be placed at one side of the great courtyard of the Escorial; to the south is the Casa Italiana, a fraternity house to be opened this summer as the centre of Italian study; at Bristol, several miles to the northeast in a typical Bavarian setting, is the German school, housed in a country inn.

Are Smarts Smart Enough to Teach?

VINELAND, N. J.—The State of New Jersey is going to court in an effort to force its ideas of education upon four flaxen-haired children. Under penalty of fine or imprisonment it will ask their parents, Mr. and Mrs. Arthur J. Smart, to prove to a Cumberland County judge their contention that they can educate the children better than public school teachers. When the Smarts refused to send their children to school the State Board of Education arranged for the Landis Township Board to give them an oral examination of their ability as teachers, and indicated that if they could pass the examination the compulsory education law would not be invoked against them. The Smarts failed to attend the hearing. Instead they notified the officials to go ahead and "act," and the authorities announced they would.

150 Students Petition All Nations to Disarm

GENEVA.—One hundred and fifty students from all parts of the world arrived here recently to present a petition, asking that all nations disarm, to Arthur Henderson, chairman of the disarmament conference. The students hitch-hiked their way here. Miss Helen Kirkpatrick, of Rochester, one of the American students in the delegation, spoke at a gathering of the group.

SCHOOLS IN HANKOW

Teachers Go On Strike Because Salaries Are Unpaid

HANKOW, China. — Teachers in the schools and universities in Hankow are on strike because their salaries have not been paid for more than four months. Under the previous regime the educational institutions were supported with municipal funds, but last year the Nanking Government ordered that provincial taxation must support all schools. The reason assigned for not paying the teachers is that new provincial taxes, which were supposed to replace likin levies, are producing only a very small revenue. These substitute taxes included rental taxes and large business assessments based upon working capital, and the people have flatly refused to pay them.

At the suggestion of a majority of the parents the primary schools only were reopened on a temporary basis, the parents themselves paying special tuition fees. This arrangement cannot last long, because a vast majority of the families are too poor, and because the teachers say they will again close the primary schools if all arrears in pay are not made up very soon.

The teachers of the grade schools and universities refuse to resume work under the tuition-fee plan until after the provincial government has paid them at least twenty-five per cent of their overdue salaries, and a measure is now being discussed to raise the necessary money by a new "special tax" on opium.

Nebraska Boys Take Their Cabin to College

LINCOLN, Neb.—Two young men from the "cow country" are camped next to Cotner College, at Lincoln, Nebraska, in a home-made cabin which they hauled 400 miles across Nebraska plains. They are Elza Hawkins, twenty-one years old, and Louis Kirchner, twenty, who are living in this manner while studying for the ministry on a capital of $260. Hawkins and Kirchner rolled in from Alliance, Nebraska, in an auto to which was attached a trailer supporting their shack, fourteen feet long, eight feet wide, built of lumber and tar paper. Now they are looking for maintenance income sources but are determined to "stick." To get their high school educations, Hawkins worked as schoolhouse janitor and restaurant employe, Kirchner as an apartment house janitor. After graduating from high school in 1930, they punched cattle or worked on farms. They do their own cooking and dishwashing, Hawkins' restaurant experience standing them in good stead.

Increase at Top, Shrinkage at Bottom

CHICAGO.—A drop in the birth rate and a new eagerness for higher education has given the Chicago school system an odd twist, according to William J. Bogan, superintendent. First-grade pupils have declined ten per cent. in the last decade, while high school enrollment has increased 211.5 per cent. Eighth-graders have increased thirty-eight per cent. in that time, and ninth-graders 93.9 per cent. This year twelfth-grade students number thirty-three per cent. of all first-grade enrollment; ten years ago they were 9.6 per cent. In 1922 enrollment in the first six grades was 229,260, grades seven to nine inclusive 81,510, and grades ten to twelve 25,370, for a total of 336,140. Now the first group has increased 4.1 per cent to 238,883; the second forty-eight per cent. to 120,676, and the last division 180 per cent. to 71,205. Birth rate in the meantime has fallen from 24.1 in 1913 to 15.3 in 1931.

State Regents Protest Plan to Cut U. S. Aid

ALBANY, N. Y.—Declaring that, if adopted, the proposal of the economy committee of the House of Representatives to withhold from the states Federal aid for vocational training for the coming year would seriously curtail the vocational education program of New York, the State Board of Regents has directed Dr. Frank P. Graves, commissioner of education, to communicate with members of Congress from this state urging that Federal funds be not withdrawn until the state legislature has had an opportunity to appropriate money for this work. In a statement the Board of Regents pointed out that "one-half of the salaries of the supervisors of vocational education employed by the State Education Department, a part of the salaries of teachers employed in state schools of agriculture, and one-half of the salaries of those engaged in vocational teacher training at the State College of Agriculture in Ithaca are paid from Federal funds."

Evanston Students Boycott Japan

EVANSTON, Ill.—Japanese products are banned on the Northwestern University campus following the adoption of boycott resolutions at a meeting of professors and students recently. Aroused by Japan's move against China the gathering voted 144 to 133 to demand further diplomatic measures by the United States and, if necessary, a boycott of Japanese goods. The students started their boycott immediately. Girls took the first boycott steps by barring the use of Japanese tea at sororities.

URGES ONE-THIRD RISE IN TEACHERS' SALARIES

NEW YORK.—Teaching standards as well as teachers' salaries should be raised in order to get a more satisfactory adjustment in the educational field, Dr. Lester Dix, research worker at Teachers College, Columbia University, and teacher in the Lincoln School, declares in a survey on "The Economic Basis for the Teacher's Wage." Various economic arrangements should be made that would gradually have the effect of raising the salaries of teachers at least one-third, according to the survey.

Dr. Dix said low entrance standards and a lack of planning had allowed many women to enter the teaching profession who were not capable of upholding the work necessary in this field, and who tended at the same time to keep the wage scale down. He also thought there had been too great a growth in the size of training schools throughout the country, while no central organization had attempted to learn all the facts and accept responsibility for the oversupply.

He concluded that the minimum average salary for elementary school teachers of two years of training that would have contributed most to the economic welfare of the country was not less than $1,800.

Post-Graduate Studies Spread in High Schools

MADISON, Wis.—Not only the universities but the high schools as well are feeling the effect of the depression in bringing unemployed graduates back for more studies. Several cities in Wisconsin report that former high school students who have no prospect of immediate employment are returning to take up new subjects or resuming work on old ones. This trend has been pronounced enough in some cases to cause a strain on the educational facilities. As an alternative, the University of Wisconsin extension division is offering to all Wisconsin high school graduates the opportunity of taking up university courses by correspondence, offering credits for successful completion.

Scandinavian Foundation Gave $11,000 Scholarships

NEW YORK. — The American-Scandinavian Foundation's 1931-1932 scholarships totaled $11,000, according to its twentieth annual report. Six Americans were appointed for university study abroad, and fifteen Scandinavians for study here. In addition twenty holders of industrial fellowships came here from Norway, Sweden and Denmark to study in industries, banks, libraries and hospitals. For the first time since 1928 the year's operations showed a deficit.

Established 1869

Do not be

Penny Wise and Pound Foolish

Do not Discard Textbooks before they have given your taxpayers their money's worth

HOLDEN BOOK COVERS

Are Built to Save Money by Saving the Books

THE HOLDEN PATENT BOOK COVER COMPANY

MILES C. HOLDEN, President **SPRINGFIELD, MASSACHUSETTS**

Teachers Exchange Will Move to 6 Park Street

BOSTON.—Announcement is made by Mr. True W. White, well-known counselor in education and head of the Teachers Exchange, that his offices will be removed from 120 Boylston Street to 6 Park Street after May 31.

Six Park Street is also the address of the Journal of Education, which is more than glad to welcome Mr. White and his agency, and to extend to them all good wishes.

Teacher Said to Be Subjected to "3rd Degree"

NEW YORK. — Charges that teachers who refuse to give five per cent. of their salaries to the teachers' relief fund have been "kept after school" and subjected to "third degree methods," were contained in a second written protest over the conduct of the fund sent to George J. Ryan, president of the Board of Education, by Henry R. Linville, president of the Teachers Union. Neither Mr. Ryan nor William J. O'Shea, superintendent of schools, would comment on Mr. Linville's letter. Howard A. Sheibler, secretary to the superintendent, said that a previous charge from the Teachers Union had not been answered, and that the new allegations would not be dignified by official comment from the department. In his letter Mr. Linville states "that coercion of teachers to contribute five per cent. of their salaries is still being practiced by district superintendents and by elementary school and junior high school principals in all boroughs."

Average School Attendance Gains

NEW YORK.— A smaller proportion of the population of the United States was engaged in gainful occupations in 1930 than in 1920, according to the National Industrial Conference Board. An analysis showed that one reason for this was that more young persons were at school in 1930 than ten years before. In 1920, according to the board, there were 8,594,000 children between the ages of ten and thirteen, of whom 93.2 per cent. attended school. In 1930 there were 9,622,000 children between those ages, of whom 95.3 per cent. attended school. In persons between the ages of sixteen and seventeen years the percentage of those attending school rose from 42.9 per cent. to 57.3 per cent. during the ten-year period. The board said that because more families could permit their children to continue in school was evidence of the general advance of the standard of living.

Nebraska Students Always Repay Loans

LINCOLN, Neb. — Student loans are regarded by L. E. Gunderson, finance secretary of the University of Nebraska, as first-class paper. In twenty years every loan made from funds under his supervision has been repaid with interest. These funds today total $56,000, and loans are limited to $100 for any one student in a semester. Strict banking procedure is followed in collecting principal and interest. There are now 401 loans outstanding, and the number made this year is the largest on record.

Prison Warden Lifts Ban on School

FOLSOM PRISON, Calif.—School bells again are ringing in Folsom's "schoolhouse," scene of the sanguinary Thanksgiving Day riot of 1927. The ban on educational privileges for the convicts, in effect since the riot, has been lifted by Warden Court Smith. Cessation of educational activities at the prison was caused by crowded conditions, Smith said, necessitating the use of the "schoolhouse" as sleeping quarters. Completion of a new cell block recently has relieved this condition, the warden announced.

Pennsylvania German Is Puzzle to University

LEWISBURG, Pa.—A study of pronunciation of Pennsylvania German conducted at Bucknell University, here, met with difficulty because the spelling of the words is not standardized. This lack of standardized spelling prevented use of written forms for the study, and turned Professor Karl Orth, St. Ingeberg, Germany, directing the study, to use phonetic means. For this work Orth had students from Pennsylvania German homes read from the "Boonasteil," a collection of Pennsylvania German articles. He selected a single essay for the work. In addition he made studies in Lancaster, Reading and other Pennsylvania cities where the dialect is spoken. Early investigation led Orth to believe that Pennsylvania German is not the homogeneous dialect it is believed to be, but a series of dialects differing as to localities.

U. S. Government Jobs $1,260 to $3,400 a Year

Do you want a steady-for-life job with the United States Government? Teachers have a big advantage because of their training and education. Over 20,000 appointments during next year. These have big pay, short hours and pleasant work. Write immediately to Franklin Institute, Dept. T330, Rochester, N. Y., for free list of positions now open to teachers, and full particulars telling you how to get them. Advt.

FRANK IRVING COOPER CORPORATION

ARCHITECTS ENGINEERS

Specializing in Schoolhouse Planning

47 Winter St. Boston, Mass.

Students "Find" Selves At Psychological Clinic

COLUMBUS, Ohio.—The psychological clinic maintained at Ohio State University is helping students to "find" themselves. Since 1923, when the service was established, several hundred students have been assisted in solving personal problems, according to a report by Dr. Emily L. Stogdill, supervisor. "There are emotional factors of great educational significance," Dr. Stogdill said, which, until quite recently, have gone entirely untouched by our educational and remedial efforts. It was not until mental hygienists began to point out the relationship between their field and education, that these emotional factors began to be taken into proper account. We began to realize that what we had been calling laziness, indifference, stubbornness, timidity, homesickness, or even incorrigibility, were merely forms of maladjustment calling for educational treatment." Contributing causes of academic failure cited by Dr. Stogdill include undue nervous strain in studying, habits of emotional dependence upon parents and teachers, self-consciousness, inferiority complexes, and inability to make friends. Dr. Stogdill said studies of students who have consulted the service show that definite improvement has resulted.

100-Mile Trips Made to Classes

LEXINGTON, Ky.—Civilization has taken some of the drama out of the tales of hard journeys taken by students in quest of education, but it has also multiplied the distances traveled. Trips of more than one hundred miles are being taken regularly at present by a number of students attending the late afternoon, evening and Saturday classes which the University of Kentucky is offering for teachers and business and professional men and women for whom the usual hours are inconvenient and who wish to work for advanced degrees while pursuing their professions. Approximately 2,456 miles are covered weekly by such students. The greatest distance traveled by one student is 147 miles. Two others come from a town 123 miles away, while several others nearly equal this record.

School Fund Control Gets Adverse Vote

BOSTON.—The Massachusetts legislative committee on municipal finance recently voted to report "leave to withdraw" on the petition of the Mayors' Club of Massachusetts that city governments control school expenditures. There were no dissenters on the adverse report. Representative Edward J. Kelley of Worcester was placed in charge of the report.

Check Depression Effect On Law School Marks

CAMBRIDGE, Mass.—Among 1,500 students of the Harvard Law School, a survey is being conducted to determine to what extent the preparation for a legal career has been hampered by generally unfavorable economic conditions. George W. Wickersham, chairman of the Committee of Legal Education of the Bar of the City of New York, is directing this investigation among first, second and third-year students at the law school, and in other schools throughout the country. Students in the law school estimated that the average student spends fifty hours per week on legal work. If it is necessary to work several hours a day in addition, the quality of the work is likely to be impaired. Over fifty per cent. of the students are at present, or have been, engaged in work of some kind during their term at the school.

"I am proud to represent the JOURNAL *of* EDUCATION"

Writes one of our successful agents.

Would not you, also, like to introduce this famous professional magazine to new readers?

Local and district representatives wanted. Also those who can sell at institutes, summer schools, meetings, etc.

WRITE AT ONCE for liberal terms. Mention territory you could cover.

JOURNAL OF EDUCATION
6 PARK STREET, BOSTON

ARE YOU A PROGRESSIVE TEACHER?
Find the Answer in
FROM THE OLD TO THE NEW EDUCATION
NEW ENGLAND PUBLISHING COMPANY
6 Park Street Boston, Massachusetts

Summer Cottage for Sale—Will Sacrifice

On Lake Winnepesaukee, N. H., cottage, 5 rooms and 2 porches completely furnished; and one acre of land with 200-foot lake frontage; crib wharf and row boat. Conveniently located for mail and shopping; near Glendale, yet delightfully private. Cost $4,750. Will consider any reasonable offer. Details and picture on request. Owner, WILLIAM A. WILSON, 415 Lexington Avenue, New York City.

EMERSON College of Oratory

The largest school of Oratory, Literature and Pedagogy in America. It aims to develop in the student a knowledge of his own powers in expression, whether as a creative thinker or an interpreter. Degrees granted. Summer sessions. Catalogue and full information on application to

HARRY SEYMOUR ROSS, Dean
HUNTINGTON CHAMBERS BOSTON, MASS.

THE ARLO BOOKS

READING INTERPRETATION EXPRESSION

A DAN'S BOY SEQUEL

Not content to let Alden Baker go entirely out of Owen Collins' life, pupils of a fourth grade in the Underwood School, Newton, have each added a chapter to DAN'S BOY. Their teacher tells us "they just couldn't let the story end!"

Perhaps the Arlo Books, with the Arlo Plan, will develop composition work in your grades as satisfactory as these interesting new chapters for DAN'S BOY.

THE ARLO PUBLISHING COMPANY
Newton Upper Falls, Mass.

Elicker Named Newton Principal

NEWTON, Mass.—Paul E. Elicker, of West Newton, will become principal of Newton High School, succeeding Irving O. Palmer, who will retire in September, it was announced by U. G. Wheeler, superintendent of Newton schools. Elicker has served as assistant principal for eight years. He is a graduate of Ursinus College and of the Teachers' College, Columbia University. Before coming to Newton he taught mathematics in the New York City public schools.

EQUIPMENT NOTES

Inexpensive Visual Aid

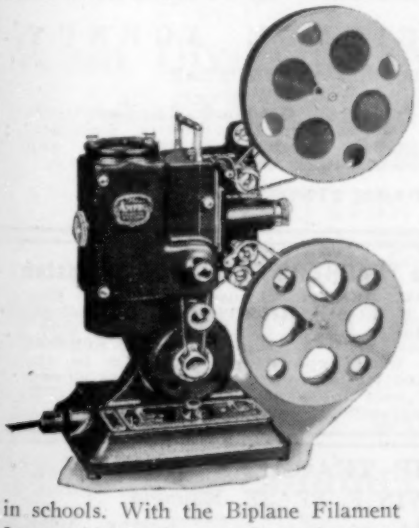
A compact projector for schoolroom use in the showing of postcards, photographs, newspaper clippings — in short every sort of print from a postage stamp to a card four by five inches—is the Aladdin Reflectoscope, a Boston product. The Aladdin may be attached to any lighting circuit, or, with special equipment, may be run by storage battery. It is supplied with two 100-watt lamps, or if so desired with two 250-watt lamps, giving unusual brilliancy.

A very handy and accommodating little affair is this Aladdin. It comes at a price which renders it exceedingly attractive. Circulars will be sent for the asking. Address Thompson Lighting Devices, Inc., 60 India street, Boston.

• •

Easy, Precise Projection

The new 400-Watt Improved Ampro Projectors are offered as a notable advance in 16 mm. projection of motion pictures, with special reference to use



in schools. With the Biplane Filament Lamp this projector gives clean-cut, well-illuminated pictures at projector-to-screen distances up to 100 feet. Special features are quiet operation, pilot light automatically turned on when projector is stopped, ease of control, simplified threading, automatic rewind, adaptability to Kodacolor film. Safe and simple operation and results equal to theatrical standards are characteristics of the new model Ampros, which are made by Ampro Corporation, 2839-51 North Western Avenue, Chicago; New York office at 545 Fifth Avenue. Mention Journal of Education when writing for circular.

• •

An Eye to Eye-Comfort

Most of us are familiar with the little device called a thermostat, which

automatically regulates the amount of heat to be supplied to a room. Some inventive genius of the General Electric Company has now applied this same idea to light. The contrivance is known as an "Electric Eye." It is contained in a small cabinet, about a foot high, which can be attached to the wall of a classroom for example. When the amount of daylight entering the room falls below a predetermined point, the electric eye turns on the artificial lights, and when the light from windows again becomes sufficiently intense, presto, the electric eye snaps off the lights!

Every one knows that this matter of adjusting illumination does not receive sufficient attention in the average classroom. No teacher, however thoughtful, can regulate the lighting of her classroom so unfailingly as the little electric eye can do it. It is available for use with alternating current—of which it takes a negligible amount for its own operation.

The nearest agency of General Electric Company, or the head office at Schenectady, N. Y., will gladly answer inquiries regarding the Electric Eye for schoolrooms.

Grins Between Grinds

Yankee Lingo

Tourist—"Speak English?"

Waiter, in foreign cafe—"A leetle."

Tourist—"That's jake. Gimme a plate of Boston and a mug of Java."

• •

Solution for Farmers

A state health officer in Virginia relates in The Survey the story of a farmer who was delivering vegetables to a public sanitarium. A patient saluted him.

"You're a farmer, ain't yuh?"

The farmer allowed that he was.

"I used to be a farmer once," said the guest of the state.

"Did yuh?"

"Yes. Say, stranger, did yuh ever try bein' crazy?"

The farmer never had, and started to move on.

"Well, you oughta try it," was the ex-farmer's parting shot. "It beats farmin' all hollow."

• •

Capital Removed

Barney Doran reports a "black-out" staged by two shineologists recently in a downtown shine parlor.

"Say," said one, "you're so dumb I'll bet you don't even know where the capital of the United States is."

"G'wan," was the retort. "Everybody knows that—Washington!"

"Boy, you're wrong," came back the first. "It's scattered all over Europe. That's just the trouble."

• •

His Affliction

The minister called on Mrs. MacShoddee.

"By the way," he remarked, after a while, "I was sorry to see your husband leave the church last Sunday right in the middle of my sermon. I trust nothing was seriously the matter with him?"

"Oh, no, sir," replied Mrs. MacShoddee. "It was nothing very serious; but you see, the poor man does have a terrible habit of walkin' in his sleep."

• •

Trend of the Times

An old farmer, after paying his bill for a new reaper and binder, was asked by the cashier how it went.

"Well, ye see, this time last year I sat on the fence with a cigar in my mouth and watched thirty men reaping my field. This year I reaped it myself, and thirty men sat on the fence and watched me."